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ABSTRACT

This program planning guide for school district use in planning secondary, post-secondary, and adult programs in home economics is an enlarged version of the Home Economics Section of "Planning Education for Nevada's Growth--A Master Plan for Education." Part I, The Prevocational Years, covers: (1) planning programs, (2) present practices, (3) emerging mandates, (4) exemplary programs, (5) individualized instruction, and (6) Future Homemakers of America. Part II, The Career Development Years (15-20 and beyond), includes chapters relating to: (1) present practices, (2) emerging mandates, (3) planning and developing programs, (4) exemplary programs, (5) child-care services, (6) food management, production, and services, (7) clothing management, production, and services, (8) home and institutional services, (9) home furnishings, equipment and services, (10) other occupational program models, (11) programs for disadvantaged or handicapped, (12) education for homemaking and for homemaker-wage earner, and (13) Nevada State Plan for Vocational Education. Bibliographies are provided at the end of each part. The Nevada State Plan for Consumer and Homemaking Education, and an outline of characteristics of exceptional students are appended. (SB)

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DEPARTMENT OF EDUCATION
STATE OF NEVADA

a guide for planning secondary, postsecondary, and adult programs in home economics

August 1969
Carson City, Nevada

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A GUIDE FOR PLANNING SECONDARY, POSTSECONDARY AND ADULT PROGRAMS IN HOME ECONOMICS

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Carson City

August 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BURNELL LARSON
Superintendent of
Public Instruction

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State Director
Vocational Technical Education

INTRODUCTION AND ACKNOWLEDGEMENTS

This guide is an enlarged version of the Home Economics Section of the publication Planning Education for Nevada's Growth--A Master Plan for Education, published in 1969 by the Department of Education, State of Nevada. Because of the limitation of space in the above publication and the desire to provide more complete information to school districts in planning home economics programs, this publication has been developed.

School districts interested in obtaining additional information regarding the exemplars, or curriculum guides to supplement the information in the exemplars, are urged to contact the State Supervisor of Home Economics.

Acknowledgement is given to two persons who made significant contributions to the preparation of the exemplars - Dr. Patricia A. Tripple, Professor, School of Home Economics, University of Nevada and Miss Alice Bauer, Home Economics Teacher, Carson City High School. In addition, appreciation is extended to Mr. John W. Bunten, State Director of Vocational-Technical Education, for his encouragement in preparing this publication.

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PART I:

THE PREVOCATIONAL YEARS

Chapter 1

FACTORS TO CONSIDER IN PLANNING CONSUMER AND HOMEMAKING EDUCATION PROGRAMS FOR THE PREVOCATIONAL YEARS

When homemaking teachers, in cooperation with administrators, school boards, parents and pupils are attempting to decide what should be taught in the total school offerings in a particular area of study in a single course, or even in a unit which is part of that course, the following factors need to be considered: (1) Factors in Society Affecting Consumer and Homemaking Education Curriculum; (2) What We Know About Present Day Teen Culture and the Developmental Tasks of Adolescents; (3) What We Know About How People Learn; and (4) What We Know About Educational Developments and the Purpose and Organization of Our Schools.

1. FACTORS IN SOCIETY AFFECTING HOMEMAKING EDUCATION CURRICULUM

Today certain conditions exist in the industrialized American society which influence the necessity of education for homemaking and also influence the nature of the contribution. Some of these conditions which affect the homes and families in the nation and have bearing on the content of homemaking education include the following:

- New developments in technology have contributed to making us a nation of consumers rather than producers of goods and services for the home. Although these new products, new services, new processes, new equipment and new home furnishings have provided comforts and benefits for the family, helped raise the standards of living, brought pleasure to families, and reduced the time required for certain activities in the home, making it possible for many women to also work outside the home, these changes in technology have increased the kinds and complexities of management and other problems as well. The fact that families are consuming units rather than producing units as in days of rural America, and that they select, buy, and use merchandise made in factories for the home and family members, means that consumer competency is necessary. A knowledge of the principles of consumer education and family economics is rapidly becoming one of the major areas in home economics.

- The communications explosion including advertising by mass media provides a challenge to home economics to help young people clarify their values and goals as a basis of decision-making. We need individuals who can understand and deal effectively with propaganda techniques--persons who can mold their own tastes, and develop a balance between conformity and creativity.

Philmore B. Wass[1] writing on "The Economics of Teenagers" presented a real challenge to homemaking teachers when he wrote:

> "Teenagers and young adults, with this unprecendented buying power and economic influence, have become a prime target for the advertising industry....the drive of the ad men to reach the youthful market is evident on every hand....The "Teen Market" is considered to be the most thoroughly researched in the nation....They are being wooed as perhaps no other group in our society. This raises some serious questions about the total impact of this constant stimulus on the values of young people who will soon become the nation's adults. A

powerful force impinging on the minds of youth is the mass media--TV, radio, magazines, movies, comic books, and the advertising which accompanies three of these.

Mr. Wass challenged educators to develop a program to help young people develop a high degree of self-direction and discrimination in their spending.

- Today a large percentage of families have more resources. Families work less, earn more, and live better. Homemakers need help with credit, budgeting, consumer buying, housing, nutrition, etc. At the same time, our society also has too large numbers of families with low incomes who need special assistance.
- Urbanization has brought problems of intricate and explosive human relations. The relationship area of home economics is becoming increasingly important. More people are working for others rather than being self-employed. As a result, they need greater ability to work and get along with others. Everyone must learn to work as a member of a team.
- Life expectancy has increased which means that teachers of home economics must weave into home economics programs learning experiences which will prepare for a rich and satisfying life in later years. It will be important to develop attitudes of accepting aging as a normal process in human development.
- Stresses and strains of a modern automated society have increased the importance of the home as a refuge for family members, with companionship and guidance and development of all family members, the chief function of the family.
- Roles of family members have been changing which has increased the need for boys and young men to have training for homemaking skills as well as for young women to be trained for employment outside the home. Young men and young women need to be acquainted with and prepared for the variety of roles they may play: Homemaker, provider, employee, father, mother, daughter, son, citizen are a few examples.
- The search for human identity goes on. "Who am I and what am I to become" is a chief concern of young people in schools.
- Developments in communication and travel make it essential that we increase our understanding of our neighbors at home and abroad. Home economics can play an important role in contributing to this understanding by including a study of families, foods and clothing in other cultures.
- The high rise of juvenile delinquency and mental illness call for greater understanding of self and others including an understanding of how the home and family can provide the kind of environment which will help to prevent their occurrence.
- Breakdowns in religious, ethical and moral concepts increase the need for young people to make decisions on the basis of values.
- Malnutrition is still a problem which exists among families of all income levels. Education on basic principles of nutrition could help eliminate this situation.

- Early marriage and parenthood and the rise of premarital pregnancies increase the need for preparing young people for their responsibilities as marriage partners and as parents.

- The population explosion both in the United States and in some other countries implies the need for young people to have the facts upon which they can make decisions in family planning.

2. WHAT WE KNOW ABOUT PRESENT DAY TEEN CULTURE AND THE DEVELOPMENTAL TASKS OF ADOLESCENTS

Some aspects of teen culture which suggest needs in a homemaking education curriculum are: Problems of many youth in establishing a stable self-concept; participants in teen culture a leisure class (teenagers who are married, in the armed forces, or in the labor force not members); large-scale consumption and spending by teenagers; distinctive teen fashions in dress, makeup, manners and speech; earlier physical maturation; early pairing off, dating, and sexual exploration; desire for independence from parents, but not from total adult culture; and early sophistication.

The developmental tasks of adolescents as described by Havighurst[2] need to be considered, also, in the development of a homemaking program: Coming to terms with a changing body; getting along with age-mates of both sexes; establishing independence from parents; achieving adult economic and social status; developing a satisfying sense of "Who am I", and "What do I want to become?", achieving a masculine or feminine role; acquiring a set of values and an ethical system as a guide to behavior; and preparing for marriage and family life.

Homemaking education is in a unique position to help adolescents in their search for identity and in their efforts to reach autonomy because of its very subject matter which helps young people deal with their concerns.

Phyllis I. Bush[3] found that 680 students of a three-year junior high school in California chose the following needs to study about in this order: (1) Family Relationships (2) Vocational Preparation (3) Consumer Education (4) Leisure (5) Cooperative Living-Values (6) Health (7) Rational Thinking (8) Citizenship (9) Science, and (10) Appreciation of the Arts. All are related to the areas of home economics.

Writing on the concerns of adolescence, Richard Schmuck[4] described the major concerns of contemporary adolescents as concerns with parents, concerns with teachers, and concerns with peers. Concerns with parents, he said, centered on parents not discussing with the adolescent what he or she considered important; parents demanding that the adolescent's thoughts and activities be public; parents restricting dating patterns; and adolescents lacking respect for, and trust in, their parents. Concerns with teachers relate to the fact that teachers do not get to know students, that they lack interest in teaching and youth, and that they show partiality for other students. Concerns with peers were basically over personal values clashing with those of friends' and difficulty in retaining friends and popularity.

Dr. Schmuck[5], a psychologist, believes the chief adolescent concern is that of achieving a sense of autonomy and individuality. He described the self-consciousness of the adolescent about clothing: "If he does not feel properly dressed, or more importantly if he does not feel personally attractive, the adolescent feels inadequate." A study of the socio-psychological significance of clothing including selection and wardrobe planning appears to meet a real need for adolescents in their search for identity, and boys as well as girls can profit from this training.

The role of the teacher in emotional support of the student was by far the most potent facilitator of academic performance in both sexes, according to a recent study of junior and senior high school students by Van Egmond and Schmuch.[7] "In fact, a high school pupil's relationship with his teacher was the most significant indicator of his school adjustment." The need for establishing good pupil-teacher relationships is evident.

Youth's many stresses were described by Roy Sorenson[8] as follows: The nature of American society in turmoil, transition, challenge and danger--the complexity of this highly organized bureaucratic society which youth calls "the establishment"; the pace of social change which greatly increased the unpredicability and uncertainty of the life situation; the discontinuities between age groups and generations; the lack of adult exemplar models to give youth a clear and disciplined way of facing themselves and the world; their lack of place or role in our society; and the lack of challenging social goals. He suggested six ways we could challenge youth which would have meaning to them. These have many implications for home economics and FHA. These challenges were:

- The challenge of competence. In both home economics classes and in FHA activities, teachers can encourage each student to learn to do something well, thus, helping the student improve her self-concept. Advisers who take time to train officers and committees in their responsibilities and who help them learn ways to function effectively are helping students have success experiences and develop competencies which will help them gain autonomy.

- The challenge of understanding. Teaching about adolescence to adolescents has long been recognized as a means of helping them to understand themselves. Psychologists and others who are knowledgeable about teenagers might be recruited to speak at FHA meetings on the nature and functions of adolescence, the stresses produced in our time, the problem of identity, self-esteem, alienation, privation, values and goals. Units on "understanding myself"; or on "who am I and what do I want to become" will help students understand themselves better.

- The challenge of a truer public image. Because youth has a bad "press" and a poor public image, FHA can help to build a better public image by inviting parents and others to FHA functions where adults can see youth display leadership qualities.

- The challenge of work and responsibility. With the help of advisers, FHA can provide youth with meaningful involvement and responsibility. Meaningful projects--anti-litter or beautification campaigns; assistance to headstart or summer recreation programs or the mentally retarded--these are a few examples of projects which would challenge youth to work and responsibility.

- The challenge of role models or exemplars. In FHA, peer role models are very important. Adult advisers need to provide a platform for talented

FHA'ers to encourage and inspire others. Former members of FHA can be asked to come to FHA meetings to talk to girls and inspire them. The teacher must also aim to be an adult model that her students can emulate.

- The challenge of commitment to a better world. Youth is idealistic and believes it can conquer the world. Why not have some discussions in FHA on "The Kind of World We Would Like to Live In," and then have FHA'ers develop a plan for working toward this goal.

Homemaking education can make an important contribution to all youth. An understanding of the characteristics of adolescence--their concerns--and their problems will help teachers serve them better.

3. WHAT WE KNOW ABOUT HOW PEOPLE LEARN

There are some well-established principles of learning based on research which can serve as guides in teaching. Home economics teachers and curriculum planners need to keep these in mind. For review teachers might like to refer to Goodwin Watson's[9] What Psychology Can We Trust.

Some examples of the important principles of learning are:

- Reward (reinforcement), to be most effective in learning, must follow almost immediately after the desired behavior and be clearly connected with that behavior in the mind of the learner.

  Example: Evaluation after completion of each step of an extended process or project will encourage and reinforce learning better than a final evaluation. In long-term home learning experience, teacher approval of goals, then approval of plans, then approval of the initial steps of the "project" are important. In clothing construction projects each technique, such as joining a curved edge to a straight edge, should be evaluated upon completion rather than upon completion of the garment.

- Learning is best motivated if goals of learning are accepted by the learner and he perceives the learning as important in achieving his goals or in solving his problems.

  Example: Students will better learn principles of consumer economics if the teacher plans goals and experiences with the student and relates learning to the kind of buying and consumer choices which are of current interest to the student.

- An understanding of fundamental principles, generalizations and broad concepts is necessary for adequate transfer of learning from one situation to another and for remembering.

  Example: (a) If a student understands a generalization such as "Aggressive behavior in children can be caused by frustrations experienced in meeting basic needs", he is more likely to apply this learning to understanding behavior of other age groups than if he has only learned specific facts about the behavior of children.

  (b) It will be easier to remember that fats are higher in calories than carbohydrates than it is to remember the calories values of specific foods.

- Because a single exposure or experience is not sufficient to assure the learning of many things, the sequence of activities must be planned so there will be sufficient opportunities for practice in a variety of situations.

  Example: In a study of children at the 9th grade level, the generalization "Behavior is more likely to be changed if causes are worked on rather than symptoms" may be arrived at through study of children's emotions of anger, jealousy and fear. This same generalization may be applied in a family relations unit as students study their own basic needs and emotions or as they study about their conflicts with parents and grandparents and why they behave as they do.

- The best way to help students understand fundamental principles, generalizations and concepts is to provide numerous and varied experiences with the concepts and then to help the student formulate generalizations and apply them to different situations.

  Example: To develop an understanding of the home management generalization, "Decisions are more apt to be strongly supported when they are arrived at through the participation of group members to the extent that their maturity allows", students need to participate in group decision-making in a number of situations and be guided in evaluating results and in analyzing reasons why decisions were or were not supported.

- There are specific stages in the physical, social and psychological development of an individual during which certain capacities for behavior (learning) appear.

  Example: (a) Students can develop understandings of responsibilities of marriage more readily when they are nearing marriage age rather than when they are in junior high school.

  (b) During the period of rapid physical growth in early adolescence, students have less coordination and find development of manipulative skills such as hand sewing difficult.

- People tend to forget what they learn if not used.

  Example: The sequence of activities should be such that new concepts build upon the old, making new learning in part a review of the old. A teacher may help students develop the generalization that "Our values determine our goals" in a clothing selection unit, for example, by giving students a value test in which they are asked to check the things important to them in clothing such as being comfortably dressed, fashionably dressed, neatly dressed, inexpensively dressed, etc. As this class studies other units, learning experiences can be planned that will help students see that their values determine their goals and are useful in helping them make decisions in family relations, nutrition and other areas.

- Active participation in the learning process is more likely to produce changes in overt behavior than passive participation. If specific changes are to take place in the learners, learning experiences must be of a two-way nature in which both students and teacher are involved in an interactive manner, rather than having one present something to be "learned" by the other.

> Example: In attempting to change food habits, a lecture on the merits of new foods may produce little change in food habits; however, a discussion about the foods and the problems of using them as well as a verbal commitment to use the new foods is more likely to result in a change of food habits.
>
> While passive participation of a group of persons is likely to lead to little more than an awareness of the new material and perhaps even some intellectual convictions about the appropriateness of the new behavior, any major reorganization of actual practices and responses is most likely to take place if individuals examine their own feelings and attitudes on a subject and bring them out into the open, compare their feelings with the views of others and move from an intellectual awareness of a particular behavior or practice to an actual commitment to the new practice.

In working with disadvantaged students, immediate reward is very important. Bruce W. Tuckerman[10] in a review of literature for writing an article for the AVA Journal on "The Psychology of the Culturally Deprived" indicated that "LeShan (1952) has shown that training in lower-class homes is geared to immediate rewards and punishments which lead to an orientation toward quick sequences of tension and relief. Mischel (1961) has shown that delinquents have a preference for immediate reinforcement.....In the area of values and achievement motivation, the magic word is reward. The student should be rewarded frequently and punished rarely. He should be rewarded for performances which are less than perfect but which have some merit." Other research studies on the importance of immediate reward quoted by Dr. Tuckerman[11] in the same article follow:

> "Punishment will lead to fear of failure as shown by the work of Atkinson and collaborators (1958). Estes (1944) has shown that punishment does not cause behavior to disappear; it simply inhibits its occurrence in the presence of the punishing agent...If failure is punished by the teacher, the behaviors that lead to the failure may disappear from the eye-range of the teacher, but they will not cease to exist.
>
> "Reward, on the other hand, creates a behavior pattern within the individual. The teacher should wait for some glimmer of successful behavior, reward it, and attempt through further rewards to develop an achievement pattern in the student. This process will be facilitated by passing problems and tasks in areas where the likelihood of success is great. The difficulty of the problems can be increased gradually as the generous use of reward has made the probability of success more likely.
>
> "The research of Zigler and Delabry (1962) has shown that tangible rewards are more effective than intangible ones in working with lower-class students. To make all rewards concrete is of course a limited possibility. One cannot be giving away financial rewards, for instance, or candy, for every good performance. In many cases, the only rewards the teacher has are such intangible ones as praise, recognition, and approval. These obviously are important, too. Make them as obvious and concrete as possible.
>
> "Teacher must reduce the delay in reinforcement as much as possible by quick scoring of examinations, by continual and immediate feedback concerning his performance and by constantly attempting to relate the school experience to real life experiences.

> "Because disadvantaged students are in need of role models, the teacher can be very important as a person to emulate."

Witty (1947) has shown that if the teacher is likeable yet firm, and takes an interest in the student, the student will attempt to emulate him. Hence, to the extent that the teacher incorporates prevalent social values, they will be transmitted to the culturally deprived student through identification. If the teacher is fair, for instance, the student's attitudes toward society may well change. However, to change the attitudes of the student toward himself, others and society, the teacher must be warm, understanding and sympathetic; in short, he must take a personal interest in the student.[12]

4. WHAT WE KNOW ABOUT EDUCATIONAL DEVELOPMENTS AND THE PURPOSE AND ORGANIZATION OF OUR SCHOOLS

Some of the current educational developments affecting home economics education are as follows:

- The Knowledge Explosion. The snowballing of knowledge is one of the fascinating conditions of present day society. This mass of knowledge presents a challenge, but the swiftness by which it changes forces us to realize that what is important for a person to know may be obsolete tomorrow. How, then, can we help our students prepare to face problems of tomorrow?

  One way is to give increased attention to helping people learn how to learn. More attention needs to be paid to processes of problem-solving, discovery, experimentation, and evaluation. Increasing amounts of student participation and activity should take place. Home economics needs to use learning procedures which help students learn how to think by giving them practice in thinking; others which help them become problem solvers by having them solve problems; and others which encourage them to become self-evaluators by structuring the evaluation process in ways that it involves them. The democratic concept of education is based on the assumption that people are able to think--that in so doing they learn to recognize, state, solve problems, and develop generalizations that can be used in persistent life situations.

  Teachers who wish to help students learn to think will plan objectives and learning activities which will help their students move from the lower levels of thinking (knowledge and comprehension) to high levels of thinking (application, analysis, synthesis and evaluation). Bloom's Taxonomy of Educational Objectives[13] provides assistance to the curriculum builder in stating objectives so that it becomes easier to plan learning experiences and prepare measurable evaluation devices. The Taxonomy provides a concise model for an analysis of educational outcomes in the cognitive areas of remembering, thinking and problem-solving.

  Another reference which will help teachers state behavioral objectives which are measurable and which will enable students to be self-evaluators is Mager's, Preparing Instructional Objectives[14]. A well stated objective specifies what the learner must be able to do or to perform when he is demonstrating his mastery of the objective.

  Practice in problem-solving can begin in the home economics classroom by the class selecting an appropriate problem relating to their class or their school and by the teacher guiding the class through the various steps of the problem-solving process. A publication of the Citizenship Education Study of Wayne University[15] listed the following steps in problem-solving:

Step 1: Defining the problem

A. Encountering the problem.

1. What is it that is bothering us?
2. Is it a real problem?

B. Selecting the problem.

1.a Is there concern and interest in this problem?
1.b Does the problem need to be solved?
2. Is this problem made up of a number of problems?
3. If so, which one shall serve as a starting point?
4. Is the problem within our capacity and knowledge?
5. Will we benefit by a consideration of the problem?

C. Wording the problem.

1. Is the problem clearly and accurately stated?

D. Setting up tentative solutions.

1. What ways can be thought of, imagined, invented, by which the problem can be solved?
2. What beliefs seem to be behind each of these possible solutions?
3. What outcomes might be anticipated?

Step II: Working on the problem

A. Recalling known information.

1. What do we already know that is vital to the problem?

B. Determining need for more information.

1. What kind of additional information is needed?

C. Locating sources of information.

1. Where is the information?
2. How can the information be obtained?

D. Selecting and organizing information.

1. Under what general topics might the information be grouped?
2. How can these topics be arranged in some kind of order or sequence?
3. How can information be selected and grouped under these topics?

E. Analyzing and interpreting information.

1. Is the information as organized meaningful in terms of the problem to be solved?
2. Is there understanding of ideas and concepts?
3. Is the illustrative material in the form of charts, graphs, and tables clear?
4. What is the value of the information as evidence?
5. What apparent relationships exist within the available information?
6. Which of the possible relationships are pertinent to the situation?
7. Does an examination of the relationships lead to other problems which must be solved first?

Step III: Drawing a conclusion

A. Stating possible conclusions.

1. What are the possible conclusions which can be drawn from the analysis and interpretation of the information?
2. Do these coincide with the tentative solutions suggested at the time the problem was defined?

B. Determining the most reasonable and local conclusions.

1. Which of the conclusions seem to be of lesser importance and hence need to be eliminated?
2. Which appear to be untenable in the light of the information collected?
3. Which of the conclusions seem to be the best in the light of possible consequences?

C. Reaching a conclusion.

1. What conclusion remains after the above steps are taken?
2. What reasons support the solution?

Step IV: Carrying out the conclusion

A. Acting on the conclusion.

1. What does the conclusion indicate?
2. What action is indicated, how can it be put into effect?
3. If no action is indicated, what is demanded in the situation?

B. Reconsidering the conclusion.

1. Has new information made necessary the reconsidering of conclusions?
2. Has the situation changed to such an extent that it becomes necessary to reconsider conclusions?
3. Has shift in values or social theory made a reconsideration necessary?

Some possible problems which home economics classes might attempt to solve as a group are:

- Improving storage in our home economics department
- Sharing responsibility for keeping our room attractive
- Making effective use of the class food budget
- Eliminating litter on our school grounds
- Finding ways for the home economics department to become the hospitality center of the school
- Improving standards of dress in our school
- Establishing a school code of dress
- Beautifying our school
- Beautifying our home economics facility
- Finding ways to welcome and orient new students in the school
- Providing hospitality to school visitors
- Providing a child-care facility during PTA meetings

Homemaking teachers as advisers of local chapters of Future Homemakers may guide members into problem-solving situations in connection with chapter problems. For example, one of the chapter problems might be that of electing good officers. The problem-solving method might be used as follows:

Problem-Solving in Future Homemakers

1. Formulate the problem.	1. How can we elect chapter officers who will accept responsibility and carry out their duties to the best interests of the chapter?
2. Analyze the problem. (What are the difficulties? Why is this a problem?)	2. Sometimes officers are elected because of popularity rather than because of ability to serve in a special capacity. Members who elect officers are not always aware of qualities which make good officers. Officers sometimes are not helped to understand their duties or do not receive the support from members which is necessary to do a good job. Officers sometimes have too many activities in other organizations to spend the time needed in their FHA offices. Seniors are sometimes elected to office and they are so busy with senior activities, especially during the Spring term, that they do not have the necessary time to devote to their FHA responsibilities.
3. Set up standards for solution (What are the basic requirements that any solution must meet?)	3. The method agreed upon for electing officers and for solving this problem should meet the following standards?

It should be democratic.
It sould be fair to all involved.
It should improve human relations.
It should result in some benefit and satisfaction to the entire group.

4. Solutions for the problem. (What are the possible solutions? Which solution is best according to the basis of standards set up?)

4. Possible solutions as decided by chapter:

a. One chapter meeting previous to election could be devoted to a discussion of what a chapter needs to think about in electing officers.

Sometimes the retiring officers can do this best--tell the kind of person needed for a particular office.

b. Buzz sessions might be held during a chapter meeting previous to elections on subjects such as "What qualities make a good president?" "A good secretary?"

c. A chapter could set up certain policies regarding election of officers such as "officers must be enrolled in homemaking classes at the time of their term of office." Another rule might be that no one could hold a major office in FHA who held more than one major office in another organization.

d. Those desiring an office would be asked to file for that office. In this way, only those who were really interested in an office would be elected.

e. A chapter might elect a nominating committee which would select several nominees for each office according to previously set-up standards. In addition, nominations could be made from the floor with the consent of the nominee.

f. An entire chapter might serve as a nominating committee. A bulletin board could be arranged with a list of all chapter officers to be elected. Space would be provided under each office, for any chapter member to nominate someone who she felt was well qualified to fill that office. At the end of a given time such as a week, when everyone had had an opportunity to nominate, a nominating ballot would be prepared listing all the names suggested. A nominating committee would be selected to interview the candidates to see if they wished their names to remain on the ballot. If they did not, their names were removed. Elections would then be held by ballot for all the offices.

g. To help officers do a better job, a workshop might be held shortly after elections, in order to help them to understand their responsibilities better.

h. Officers might be elected in December to serve from January to January. Seniors who are officers, would then be relieved of responsibility before the Spring term when there are so many senior activities. This method of electing officers in mid-year also has the advantage of new officers taking over at a time when everyone is not so busy getting orientated to a new school term. Also, officers who have had a half year's experience, would be better able to make plans for getting a good start in the fall semester.

5. A chapter would need to decide on one or more of the above suggestions or others.

6. Chapter elects officers according to plan. Decides to evaluate plan before next elections and make changes if they seem necessary.

Each day individuals are faced with decisions that need to be made and problems that need to be solved. It is the responsibility of the school to help boys and girls learn how to deal with their concerns. Since the homemaking program has a significant responsibility for the furthering of successful individual and group living, the teachers of homemaking need to help students develop a basis for making decisions that are the result of critical thinking.

The problem-solving method is often called the research or experimental method. It is a creative way of finding solutions to individual or group problems. It involves students in the learning process. It requires thinking. It involves knowing where to get information. It is a method especially satisfactory for involving class members in working together to solve a problem thus promoting social-interaction. It can also be a highly successful method of individualizing instruction. The method is the same as for action research.

- Identify and state the problem.
- Clarify the problem and agree to study a specific area.
- Decide on a possible solution and state hypothesis.

- Make preliminary decisions about methods.
- Collect evidence.
- Evaluate results and draw conclusions.
- Retest.

After being introduced to group problem-solving, each class member should be encouraged to get experinece in individual problem-solving. Depending upon the degree of sophistication of the student, the plan or outline could be simple or complex. A simplified version of an outline for individual problem-solving is the one which follows:

Problem-Solving--An Outline

1. State your problem clearly.
2. List the obstacles which stand in your way of solving this problem.
3. List the assets in your favor that will help you in solving this problem.
4. List possible solutions. Develop a plan for solving your problem.
5. Try to figure out what the results of each of these solutions would be.
6. Choose the solution that seems best to you and put it into action. Keep a record of what you did, time and money involved.
7. Check the results. Are you satisfied with your solution? Was it worth the time, money and effort involved?

- Increased Attention to the Organization of Subject Matter. Teachers of home economics cannot teach all that is known about it. Choices must be made between what to include and what to leave out. Teachers need to carefully assess each area of home economics and select those elements which provide keys to understanding and which will help students learn to make decisions. As teachers guide students in the learning process, they will want to consider these questions:

> What are the fundamental concepts and generalizations associated with this field of study?
>
> How can I guide students in discovering these concepts?
>
> How can I help students see ways of applying these concepts or generalizations to other situations?

George W. Denmark,[16] Dean, School of Education, University of Wisconsin, Milwaukee, writing in the NEA Journal, December 1961, has this to say in regard to organized knowledge:

> "One approach that merits careful reflection by all educators is to focus upon the identification of the fundamental principles, the broad concepts, the big ideas in various subject fields."

Using Denmark's clue and knowing that with the expansion of knowledge we cannot possibly teach all there is to know about home economics, home economics subject matter specialists and home economics educators under the direction of the Division of Home Economics of the U. S. Office of Education worked for several years to develop basic concepts and generalizations in each area of home economics. Nevada teachers are already using these big ideas to design curriculum materials which are central to the understanding of each field. "Each homemaking teacher now has the task of planning specific learning experiences that will focus on these principles in such a way as to enrich and illuminate each child's understanding and utilization of them. The task will, of course, remain a never-ending one, necessary as long as knowledge and experience expand."

Four reasons for emphasizing the conceptual approach were given in the Arizona Curriculum Guide in Program Planning[17] as follows:

- The explosion of knowledge necessitates teaching in a manner which assists students to be selective, discriminative, practical and organized, but creative in their acquisition of ideas.
- Educators have a commitment to educate for living in a democracy so there must be a deliberate attempt to select what seems desirable to learn in order to effectively function in this democracy.
- If home economics is to have an commonality, it is necessary that there be a framework within which it operates. Teachers have their opportunity to be creative in the learning opportunities planned.
- Home economics is challenged to meet the responsibility of integrating the scientific, psychological, aesthetic, social and economic aspects of the field. The conceptual structure is a means of facilitating this integration.

Teachers who would like to have further information on concepts and generalizations in teaching are urged to refer to the following:

Pieretti, Genevieve. Concepts and Generalizations as a New Approach to Teaching Home Economics. Carson City, Nevada: State of Nevada, Department of Education, August, 1965.

Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: The American Home Economics Association, 1967. $2.00.

Woodruff, Asahel, D., Basic Concepts of Teaching, Concise Edition. San Francisco, California: Chandler Publishing Company, 1961.

Concepts and Generalizations. Reprints from Dr. Barbara Osborn's articles. 1301 Avenue of the Americas, New York, New York 10019: Educational and Consumer Relations, The J.C. Penney Company, Inc. 30¢.

- Increased Attention to the Affective, Including Valuing. With the introduction of the Taxonomy of Educational Objectives, The Affective Domain[18] which provides models for evaluating affective behaviors, there has been a renewed interest in objectives in education which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.

The subject matter area of home economics is concerned with development of attitudes and values, and therefore, finding ways to evaluate attitudinal changes has great meaning to this area.

Educational literature has been placing great emphasis on "Values" during the past few years, and home economics literature is no exception to the rule. In the development of the concepts and generalizations for home economics, values are a recurrent theme in each area. Also, in the statement of philosophy developed by the American Home Economics Association, the first competence listed is to "establish values which give meaning to personal, family, and community living; select goals appropriate to these values."

Satisfying decision-making is dependent on clarification of values and goals; therefore, great emphasis needs to be placed on this aspect of management. Recent Nevada curriculum guides provide suggested models.

- Emphasis Upon High Standards of Education. The expansion of federal aid to education has provided an impetus for research and innovation in education unparalled in history. As a result there is much questioning, examining, inquiring, evaluating and criticizing of current education practices and much research and innovation is being done to seek better ways. Home economics teachers must keep abreast of new developments in the field, use findings of research which can benefit their programs and become innovators themselves in seeking to improve the quality of homemaking education.

In addition to the reports of research and pilot projects in the Journal of Home Economics and the American Vocational Association Journal, two excellent sources exist for information about research and experimental projects as follows:

> Research in Education is published 12 times a year. Subscription: $11.00 a year. Single copy: $1.00. Send check or money order (no stamps) to the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402.
>
> Abstracts of Research and Related Materials in Vocational and Technical Education (Arm) and Abstracts of Instruction Materials in Vocational and Technical Education (Aim).

Subscriptions to each of the above are $9.00 per year for four issues: Fall--Winter--Spring--and Summer. Both publications began with the fall 1967 issue. Single copies are $2.75. Order from:

Publications Clerk
The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

- Increasing Length of Day and Year for Education. Exemplary home economics programs make provisions for increasing the length of the school day or the school year if this will meet the needs of students for homemaking education who might not otherwise be served.

Several types of summer and extended day programs for students are recommended as follows:

- A home arts program where students may learn skills and crafts related to creative use of leisure time: Creative stitchery, knitting, cake decorating, and sewing, for example.
- An enrichment program which provides learning activities beyond those normally provided during the regular school year or similar to those provided during the regular school year but given during the summer for students who otherwise could not fit them into their schedules. A summer enrichment program has many advantages: Students may broaden their background of understandings and skills; new curriculum ideas can be tested; and physical facilities of schools can be used over an extended period of time.

Similar types of programs could be offered during an extended school day. The important factor to keep in mind is that an educational program is most effective and valuable when it is developed with the educational needs of a specific community and of specific groups of individuals in mind. Each local school system must have carefully thought out and well defined ideas concerning the purposes of an extended day or an extended year program. These activities must answer the educational needs of students. This means that the planning of such a program should be a cooperative endeavor on the part of members of the board of education, teachers, parents and community leaders. Advisory committees are recommended.

In-service opportunities for teachers need to be available during the summer and during the regular school year for development of teaching guides, identification of appropriate teaching materials, development of procedures for differentiation of work according to individual abilities, of students, development of curriculum materials centers, and development by the teachers of their own professional competencies or knowledge of certain areas.

Year-round employment of teachers with 15 days vacation and regular school vacations would be desirable. For the remainder of the time during the summer, they would be engaged in teaching, some type of in-service activity, or some type of board-approved activity. Opportunity for educational leave or approved travel could also be made.

- Increased Emphasis on Individualizing Instruction. Several methods of individualizing learning offer real promise for home economics education. These are: Programmed learning; use of unipacs; a special problems class; and independent study (home, community or class experiences).

  - In programmed learning each individual progresses at her own rate, a factor which takes into account individual rates of learning. Immediate reward or reinforcement, an important principle of learning, is an outstanding element of programmed learning. In addition to using programmed learning in units of instruction, many other opportunities exist for use of these materials. For example: An individual could take a programmed learning course under guidance of the home economics teacher in a special problems class, as a quest project, or as a means of earning a credit through independent study. It might be especially appropriate for a gifted student.

  - Use of Unipacs. A unipac is a learning package designed around a basic concept or generalization. It includes a lesson or series of lessons designed to help a student understand the concept.

    The introduction of the unipac states what the package includes and gives a statement of the concept and subconcepts of the package and directions for the learner.

    Learning packages usually include the following six ingredients: Concept statement, instructional objectives, learning materials and activities, self-test, self-test key, and quest suggestions.

  - A special problems class could be designed in such a way that students plan their own goals and plan of work under the guidance of the teacher.

  - As a part of any home economics class, a student may undertake independent study, setting up individual goals and a plan of work under teacher guidance. These independent study projects might be home or community experiences.

One of the elements of the "Trump Plan" and flexible scheduling is time for independent study. Many schools are now freeing students from traditional required time in class to carry independent work. Don H. Richardson[19] described hazards of independent study when he said: "It is one thing to release a student from class; it is quite another to be sure that this is effective. There are many questions concerning the selection of students, guidance of independent study, relationship to the classroom teacher, what latitude to allow the student, and finally evaluation of what he has learned." Mr. Richardson described the well-established independent study program at Valhalla High School in Valhalla, New York as follows:

> "Any interested student may apply. The independent study program is open to all ages in the junior-senior high school at Valhalla. The student applies in a particular subject. In practice, the more mature, academically able student is most likely to apply and be accepted.
>
> "Before a student is freed from regular class attendance his plan must survive the critical review of the selection committee. Each student's selection committee includes his subject teacher or teachers, his guidance counselor, the directed independent study program director, and often the principal.
>
> "The committee verifies the student's seriousness of purpose and the feasibility of his plan. Constructive suggestions often help the student improve his plan.
>
> "Once accepted for independent study in one or more subjects, the student is given the freedom to make up his own daily schedule. His is the responsibility for deciding when he goes to class and when he works independently.
>
> "Close coordination between student and teacher is vital since the freed student is still responsible for the major tests and assignments of the class, though he is excused from daily assignments.
>
> "When free of the regular classroom, the student with the help of his adviser may use varied resources. His work may take him to the school library, the science laboratory, to a conference with his adviser, or outside the school as in some of the examples already mentioned. Resource people are brought into the school for group or individual interests. For example, one group of independent students gained much from a seminar meeting with the school psychiatrist.
>
> "A guidance counselor and subject adviser are assigned to each student in the program. The adviser is usually the classroom teacher of the subject the student is studying. Teacher direction is vital for the student. At the early stage, the student is bursting with energy and enthusiasm and independence.
>
> "A supporting attitude on the part of the classroom teacher is essential in order to help the student plan when to attend class and when

to work independently. A truly professional teacher is required, in order not to be petty about the time the student "misses" class periods.

"One extreme example of student success out of class involved a senior girl who was on independent study in American History. She earned 95 percent on the three-year American History and World Backgrounds III Regents examination, and she attended class only twice!

"It is not always easy for a teacher to accept the fact that a bright student can sometimes learn as much without the teacher as with him. Staff members need to develop perspective to see that the independent student actually does need the teacher but in a more sophisticated, project-adviser role.

"Independent study, according to Mr. Richardson, "shows promise of helping young men and women to develop qualities of resourcefulness and self-guided learning that will improve their future education and indeed help prepare them for independent lifelong learning. This broader spirit of individual inquiry is well expressed by John Gardner: 'The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education.'"

. Increased Recognition and Provision for Exceptional Students, including the disadvantaged and handicapped. Making provisions within the educational program for each student to achieve his fullest potential is an obligation of the home economics teacher.

Chapter 2

PRESENT PRACTICES IN CONSUMER AND HOMEMAKING EDUCATION PROGRAMS FOR THE PREVOCATIONAL YEARS

Philosophy and Objectives

Home economics education at the prevocational level has four major purposes as follows: (1) To improve the quality of family living and to help youth develop the abilities needed for the occupation of homemaking--guidance of children, management of resources, and feeding, clothing, and housing families; (2) To motivate and recruit capable and qualified students to take post-high school occupational education or gainful employment and/or to go to colleges and universities to prepare for leadership in professional fields in home economics; (3) To help prepare individuals for effective citizenship, especially as effective consumers; and (4) To help transmit important elements of the American culture from one generation to the next and to develop heritage appreciation.

Both education for homemaking and home economics for gainful employment draw upon a common field of knowledge--home economics--which has as its major concern the strengthening of family life. Home economics is an applied science synthesizing knowledge drawn from its own research, from the physical, biological, and social sciences and the arts. It applies this knowledge to improve the lives of families and individuals. Its concern is with these aspects of family living: Human development and the family; textiles and clothing; foods and nutrition; home management and family economics; and housing and home furnishings. It aims to develop the following competencies for effective living:

- Establish values which give meaning to personal, family and community living; select goals appropriate to these values.

- Create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle.

- Achieve good interpersonal relationships within the home and within the community.

- Nurture the young and foster their physical, mental and social growth and development.

- Make and carry out intelligent decisions regarding the use of personal, family and community resources.

- Establish long-range goals for financial security and work toward their attainment.

- Plan consumption of goods and services--including food, clothing and housing--in ways that will promote values and goals established by the family.

- Purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.

- Perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.

- Enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

- Take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.

- Develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.[20]

Education for successful personal and family living and for the occupation of homemaking also serves as prevocational training and can contribute to the development of employability skills required in gainful employment, as well as preparing individuals for their dual role of homemaker-wage earner.

Curriculum

Nevada teachers have been guided in curriculum development in recent years by two program-planning bulletins published by the Nevada State Division of Vocational Education as follows: (1) *Accepted Beliefs and Recommended Programs and Procedures for Home Economics Education in Nevada*, 1962; and (2) *Concepts and Generalizations as a New Approach To Teaching Home Economics Education*, 1965.

The first bulletin was developed using consultant services of Dr. Alberta D. Hill, who was at that time Program-Specialist of the Pacific Region with the U. S. Office of Education. Junior and senior high school teachers in Nevada also served as consultants. The bulletin contains suggestions for program planning based on what families are like today, local school and community conditions, and how people learn. The scope and sequence plan developed recommends a broad program of home and family living at the junior high school level with special interest courses recommended for the 10th-12th grades along with at least one comprehensive course in addition to Home Economics I required for vocational reimbursement of a program. Comprehensive programs are desirable prior to specialization and also as a culminating experience at the senior level or for students who can find time to include only one course in their senior high school program.

The bulletin *Concepts and Generalizations As a New Approach to Teaching Home Economics* describes the development of the structure of home economics through a series of workshops sponsored by the U. S. Office of Education and includes the concepts and generalizations developed for the five major areas of home economics as follows: Human Development and the Family, Home Management and Family Economics; Textiles and Clothing; Housing; and Foods and Nutrition. The bulletin also describes how to use the conceptual framework and the generalizations in the teaching-learning process, describes why the approach is sound and provides some additional suggestions on the statement of concepts and the cognitive cycle in behavior and learning.

A number of workshops sponsored by the Nevada State Division of Vocational Technical Education have helped to acquaint teachers with the concept approach to teaching-learning process, and the newer curriculum guides published by the division employ the concepts and generalizations developed in suggested teaching plans. These curriculum guides are:

- *A Guide for Teaching Child Development*, February 1967.
- *Housing and Home Furnishings*. A Unit for Homemaking I, September 1964.
- *Housing and Home Furnishings*. A Unit for Family Living, September 1964.
- *Housing and Home Furnishings*. A Semester Course, December 1964.
- *A Guide for Teaching Money Management*, July 1964.
- *A Guide for Teaching Personal and Family Relationships*, July 1963.

The latest curriculum guides have also been developed using the levels of learning behavior in the cognitive domain as developed in the bulletin by Benjamin S. Bloom, *Taxonomy of Educational Objectives, Handbook I*: Cognitive Domain[13].

Throughout the years a continuous curriculum development program has been in effect with many Nevada teachers participating. Several years ago, Arizona adopted the Nevada Curriculum Guide in *Family Relationships*. Nevada has recently adopted two guides recently developed by the Arizona State Division of Vocational Education in the areas of *Textiles and Clothing and Foods and Nutrition*, both of which are based on the concepts and generalizations included in the home economics structure.

Home and Community Experiences

Since the first Vocational Education Act was passed in 1917, home economics education has placed emphasis on applying what was learned in the home. Home projects--and later home experiences--have been an important aspect of the program and a means of individualizing instruction. Students develop goals and plans for learning in conferences with their home economics teachers and with parental approval; they carry out their plans; and they evaluate their progress toward goals. In recent years home and community experiences have been used as a means of extending the walls of the classroom into the home and the community. Short term home or community experiences tied closely to classroom learnings have replaced the more extensive home projects of the past.

Future Homemakers of America

Many Nevada homemaking education programs have been vastly enriched through learning experiences in FHA. Projects and programs planned and carried out by the chapter members of Future Homemakers of America have provided additional opportunities for students to achieve some of the objectives of the homemaking program toward which their class and home experiences are directed.

Methods and Materials

A great variation in the use of methods and materials exists from school to school and from teacher to teacher. Alert teachers have set up well-stocked department libraries or learning resource centers. Films, filmstrips, recordings, tranparencies, slides, posters, and teacher-made materials are widely used. A few teachers have experimented with video-tapes. Additional audio-visual materials are available on loan from the Nevada State Department of Education, Division of Vocational Technical Education.

Facilities

Facilities for homemaking education vary from school to school. The most glaring weakness of present departments are:

1. Lack of adequate space for individual and group work or for large groups.
2. Lack of conveniently placed and adequate storage for all supplies and mobile equipment when not in use.
3. Lack of flexibility and the freedom to adjust, rearrange and alter the space or any aspect of the facilities as the need arises.
4. Lack of provisions for regulating temperature. Air-conditioning is needed in many departments for comfort in fall and spring.
5. Lack of provisions for effective use of audio-visual equipment.

Preservice and In-service Education of Teachers

One of the greatest difficulties in the development of high quality programs has been the shortage of well qualified teachers. Although a preservice teacher education program is maintained at the University of Nevada, the number of graduates does not meet the demand. Graduates, often married, are not able to take positions where the jobs are.

A master of science degree program is also available from the University of Nevada and, in addition, summer session courses are offered on both campuses and evening courses are offered on the Reno campus.

A Nevada home economics teachers' conference is held for one week each summer for the purpose of in-service education. Each year emphasis is on a current need or concern of teachers. A conference-planning committee of the Nevada Association of Home Economics Teachers assists in planning these yearly meetings.

On request, the State Supervisor of Home Economics Education will visit schools and assist teachers with problems of concern to them.

Chapter 3

EMERGING MANDATES FOR CONSUMER AND HOMEMAKING EDUCATION FOR THE PREVOCATIONAL YEARS

- In the light of the many changes in our society affecting homes and families, homemaking education must strive to reach all youth in the prevocational years and to focus attention on strengthening and enriching family life.

Homemaking education, if it is to remain a vital subject, must encompass the entire area of home economics. Important emphases cannot be neglected--understanding of the child; family and human development; management of personal and family resources; feeding, clothing and housing family members; and the development of personal qualities related to employability. Low socioeconomic and migrant families, urban and rural, are especially in need of help with the use of credit, consumer buying, safety, care of children, sanitation, health, education, recreation, and creation of a better living situation.

Bernice Milburn Moore[21] described the importance of education for homemaking when she said:

> "Families of the nation differ widely and do have a vast variety of needs. But families in every subculture are forever. Through them infants become persons; culture is transmitted from generation to generation; and the ongoing of life is assured. What the quality of life will be depends in no small measure on how schools assume their responsibilities for making families more effective through education relevant to all and at the same time adapted to each subculture and its needs. Indeed, diversity is held together through common strengths."

- Home economics has a contribution to make to all subcultures in our society, but special attention must be given to providing increased help to disadvantaged students and to potential dropouts. Disadvantaged youth need to learn ways to improve their home environments as well as their work habits in order that they may become employable. The school must provide adult models, whom they can look up to; success experiences in order that they can create a positive self-image; an accepting climate; a cultural enrichment program; and an education which meets their needs for occupational training. Ways must be found to interest them in youth groups such as the Future Homemakers of America where they can develop qualities of leadership and good citizenship.

- Homemaking education must give more emphasis to the area of human development, mental health, and the family if it is to strengthen and enrich home and family life. Researchers in child development tell us that parents or parent substitutes are the main and fundamental influences in the child's life; and what happens to the child at home in combination with what he is born with, mainly determines what kind of an adult he will become. This means that home economics education has a responsibility in education for parenthood.

- In a recent publication entitled Implications for Education of Prospective Changes in Society, a January 1967 publication of the Eight-State Project on Designing Education for the Future, Paul A. Miller[22], Superintendent of Schools, Omaha, Nebraska wrote that at least one element of our environment will not change much in the forseeable future--the human being, the human constant. He stated that to bring into being responsible citizenship, five goals will still remain important for each of the six and one-half billion babies expected to be born in 1980.

> To learn about self and seek self-realization.
>
> To learn about others and the art of human relations.
>
> To learn about economic life, so he may be fed, clothed, and sheltered.
>
> To learn about organized man and his civic responsibility because organized resources--government, if you please--make it more certain that self-preservation becomes possible.
>
> To learn to battle the elements with attendant successes and failures, and thus to become a philosopher to contemplate the purpose of things.

Learning about self and others and the art of human relations is tied in closely to the relationships area of home economics education; and an understanding of economic life is part of the area of management. Emphasis in these areas needs to be expanded.

- The homemaking program must provide a means of restoring humanity to man--a plea made by Ashley Montague[23], Anthropologist, at a recent American Vocational Association Convention.

> It is not the goods that a technological society produces, but the goodness that a humane society develops that we stand so much in need of. By shifting the focus from goods to goodness we may yet mitigate the damage that has been done and restore the balance between the use of things for human beings instead of mindlessly producing individuals for the use of things.
>
> It is not the Great Society but the Good Society that we should be bending our efforts to achieve. Greatness is no substitute for goodness. We are already great enough. Our trouble is that we are not good enough.
>
> Goodness can be taught and it is through education, the essence of American opportunity, that the dream can be made a reality. Goodness is but another name for love and love is the ability to confer survival benefits upon others in a creatively enlarging manner, to join loving kindness to living and to learning the art of addressing humanity, which is the greatest of all the arts.
>
> By helping individuals learn to communicate with one another and to relate effectively to one another, home economics education might have an effect on reducing the amount of crimes committed within the family unit. The President's Commission on Law Enforcement recently reported that "in 1965 killing within the family made up 31 percent of all murders. Over one-half of these involved spouse killing spouse and 16 percent parents killing children.

- Emphasis must be placed on preparing students for participation in the world of work through the development of personal traits, understanding and abilities that foster employability. Units on preparing for the world of work are especially appropriate at this level.

- There is a need for flexibility in program planning--for the development of programs to meet particular needs. For example:
    - the senior girl, who decides she would like to have some home economics to help her in apartment living after she goes into a business career;
    - the academically talented college-bound student who wants specific areas of home economics and does not wish to take several years to get the particular phase she desires and perhaps has little more than a semester or two to spend on this part of her preparation for home life;
    - the student who suddenly becomes interested in marriage and family when she receives an engagement ring as a junior or senior;
    - the very slow or special education student;
    - boys, who also share in homemaking, and who need preparation for their masculine roles;
    - the disadvantaged youth who need to learn ways to improve their home environments as well as their work habits in order that they may become employable.
- Because of the rapid changes in our society, much of what we teach today will be obsolete tomorrow. Therefore, homemaking education has the responsibility of helping students learn how to learn and become persons who will become actively engaged in life-long learning. Some of the skills we need to teach are: Learning how to work with others; learning how to communicate; learning how to solve problems and think critically; learning how to organize information; learning how to evaluate information; and learning how to locate information.

  This implies that the home economics curriculum needs to be based on the processes of problem-solving, discovery, experimentation and evaluation as well as upon content.
- Education for effective thinking must have high priority in home economics classes. The theses of the concept approach is to teach people to think, to learn, to see correlation, to evaluate, to use concepts and generalizations, and to help teachers be aware of what they are teaching and why.
- Because home and family backgrounds of students are so different and because needs of students vary, students need more opportunity to build their own programs according to their own interests and needs.
- More individualization of instruction should occur. Students need opportunities to plan learning experiences which they can carry out in their own family settings.
- The Future Homemakers of America Youth Organization must be strengthened, both in urban and rural areas, and efforts must be made to serve the needs of disadvantaged youth in order that they can benefit from the leadership development and culturally enriching activities offered by such an organization.

- Since the time available for nonremunerative pursuits is likely to increase, it is necessary that we prepare students for leisure time activities which they can pursue in their quest for happiness and self-fulfillment. Development of an enjoyment of home economic skills such as sewing, cooking and home decorating can help prepare students for wholesome use of leisure time.

- Efforts should be made to help students develop a positive self-concept. By helping students acquire skills in homemaking and in leadership through the FHA organization, home economic teachers can make a definite contribution to the development of positive self-concepts of their students.

- The teacher's role must change. Instead of being a purveyor of information, she would be a learning manager. She would have time to prepare large group presentations of outstanding quality to be filmed or taped and repeated or updated as needed. She would be able to meet with small groups, counsel them and stimulate them to develop knowledge for themselves rather than to be merely pumped full of facts. She would be able to have more time to select instruction based on individual ability--to stimulate slow learners as well as to challenge the academically talented. She will have time to provide personal counseling and stimulation to prevent dropouts. She will also have time to develop programs and courses (with computer assistance) that will be attractive to students. The teacher will become that of a developer of human beings--not just a person who dispenses facts and keeps records. The teacher will play a supportive role to students, paying more attention to relationships with students and also assisting with guidance responsibilities.

Chapter 4

EXEMPLARS -- CONSUMER AND HOMEMAKING EDUCATION
THE PREVOCATIONAL YEARS

Exemplars: Prevocational Home Economics, Ages 11-13

Present Practices: Beginning home economics is oriented to the young girls personal interests. The range of subject matter generally includes food preparation and using the kitchen, grooming and clothing construction, and caring for young children.

Emerging Mandates: Current prevocational programs in home economics must be modified to provide as a part of course work for all students, instruction designed to acquaint them with today's world of work.

At the early adolescent level, students need to expand their knowledge of the world of work, develop a concept of work and understand what is involved in finding one's field of work. With the number of students who do not complete high school increasing, it is necessary to present to them early in their teen years possibilities for earning a living.

Model 1: EXPLORING HOME ECONOMICS--OCCUPATIONAL ARTS

It is recommended that occupation arts units of approximately six to nine weeks in length be set up in the areas of home economics as follows:

Exploring the World of Children
Exploring the World of People in Our Lives
Exploring the World of Food
Exploring the World of Clothing
Exploring the World of Money
Exploring our Actions and Feelings
Exploring Home Arts and Home Decoration

The units should be designed in such a way that students will not only explore various occupational fields and gain skills necessary to prepare them for working, but will increase their interest in home economics through activity-oriented projects.

Example: In studying the world of children, actual study trips could be made to see how people earn an income through taking care of children. Child care centers, elementary schools, children's wards in hospitals or mental health facilities could be visited or seen on closed circuit T.V. or films. Persons who work with youth groups could serve as resource people to describe how their incomes are derived from working with children. In addition, principles of child care could be studied in class and various types of work experiences be arranged--babysitting, caring for young children during church services, or conducting story hours at the public library.

Some of the concepts to be included are an understanding of the necessity of making continuous educational and vocational plans; comprehends that many personal qualities which contribute to healthy friendships also contribute to employability; and appreciates the increasing need for individuals to develop personal qualities and skills that are salable in obtaining part-time work at this age.

Model 2: EXPLORING HOME ECONOMICS

It is recommended that an alternate program be available to schools who are increasing the use of modules as a method of instruction. Hopefully a school will develop seven units (3 home economics and 4 from other areas as music, art, industrial art). A student, boys and girls would select 6 units for the year. Boys would select any 2 from the 3 offered in home economics. Girls would be required to take the 3 units offered in home economics, but could elect to take them in the sequence they prefer.

Schools would have the alternative of offering this program or an expanded version in the 7th grade, 8th grade, or both as student interest indicates.

Three discrete units of 6 weeks, each are suggested as follows: Your Appearance, Foods for People, Building Your Life

Example: The unit, Your Appearance is to be structured around major concepts and generalizations concerned with wardrobe planning, management and care of clothing and being attractively and appropriately dressed in relation to the psychological and sociological effects on the individual.

Concepts to be included are: Meanings of clothing (clothing's relation to the person, the roles and goals of the person); appearance doesn't depend just on clothes (food one needs, scrubbed look routine, hair and cosmetics, and social skills that will make you attractive); decisions to be made in buying clothes (planning an adequate wardrobe, consumer education, fibers, fabrics, and care); vocational possibilities open in the area of clothing and fashion.

Example: Food for People is to be structured around food preparation and interwoven with physiological and psychological, as well as sociological, functions of food as they relate to the well being and satisfaction to be gained from the appropriate selection and preparation of food.

Some of the concepts to be included in the unit are an understanding of the functions of food--social functions, customs for eating and customs for table manners. It is anticipated that students will gain knowledge of the psychological and physiological functions for food, the need for healthful dieting, and of the opportunities for gainful employment in jobs involving food preparation, knowledge and skills.

Example: Building Your Life is to be structured around the major goal of increasing understanding of self, family, and friends.

Concepts to be included are an understanding of growth changes of this age; privileges and responsibilities of living in a family and making friends; an understanding of the responsibilities involved in caring for children, and a recognition of how children differ and the possible reasons for these differences; the using of money, choices, and human resources; the availability of part-time employment.

Exemplars: Prevocational Home Economics - EDUCABLE MENTALLY HANDICAPPED

Present Practice: Presently schools in Nevada do not offer separate courses for the mentally handicapped or slow-learning students. This is understandable due to the small number in any one school; however, since the girls are placed in classes with average or above average students, they often emerge without having acquired any specific skills.

Emerging Mandate: The demand for service workers of all kinds is expected to increase. With the demand for service workers increasing it seems advisable that short courses be designed which would provide for the training of the educable mentally handicapped. It is recommended that the courses be designed to be completed in six week units.

Model 1: PENNIES GROW ON PLANS (A preoccupational education unit for educable mentally handicapped girls in junior high school)

Educators are becoming increasingly aware of the importance of planning programs for people with special needs. The suggestions for this model is from a graduate study in North Carolina.

As a result of this unit students are expected to have the following competencies:

Demonstrate a knowledge of ways to earn money through home economics skills

Demonstrate a knowledge of personal qualities needed to secure various jobs and the ability to evaluate one's own personal qualities

Demonstrate an understanding of work habits desired by employers

Demonstrate an ability to operate home laundry equipment and performance skills in home laundry work

Demonstrate good work habits in organized house cleaning

Demonstrate a knowledge of ways to secure a job

Plans a personal budget

A complete course outline including two programmed learning units are available on loan from the Nevada State Department of Education, Vocational Technical Education Branch for any school considering the possibility of a course of this kind.

Exemplars: Prevocational Home Economics - 9th or 10th grade

COMPREHENSIVE HOME ECONOMICS

Present Practice: Home economics programs in Nevada currently offer courses in general home economics similar to the one described below. The course helps prepare young girls for their role of wife, homemaker, and mother. The course is comprehensive in that it covers the many facets of the management of a home.

Emerging Mandate: Home economics directed toward preparation for the occupation of homemaking must be continued as an important major emphasis due to the societal trend of early marriage and noncompletion of high school education.

Model 1:

It is recommended that a comprehensive home economics course focusing on the teenage girl be offered in the 9th or 10th grade (preferably 9th). The course would be so organized that it could be taken for the entire year or could be taken either fall or spring semester.

Suggested course content includes units in the following areas of home economics:

Personal Spending
Growing Toward Maturity
Foods
Clothing and Cultural Environment
Textiles
Care of Clothing
Consumer Education
Fashioning One's Own Clothing
Home Furnishings
Children

The units should be designed in such a way that students will not only learn about themselves as teenage girls in today's world but will see possibilities for employment in all these areas either as semi-skilled or skilled workers.

Example: In studying each unit a broad survey of the field needs to be made. When conducting a unit on foods, topics to cover would be equipment for food preparation; food preservation, the reasons for preserving and protecting food; consumption of food, the use of nutritional knowledge, dangers of food faddism and food quackery, reliable sources of information, protective agencies and consumers responsibility. Each area could be presented using a variety of teaching techniques--resource persons, study trips, filmstrips, practical experiments.

Concepts to be included are development and use of workable plan for spending; understanding of family financial planning; developing satisfactory relationships with the other sex; recognizing the steps and process involved in attaining maturity; studying and preparing of food in relation to the well being of individuals; seeing clothing as a method of group identification, individual creativity and artistic expression; recognizes the importance of being an educated consumer; learns techniques necessary for clothing construction; learns to achieve beauty in the home through furniture selection and arrangement and the use of accessories; and develops an understanding of the basic needs of children at the various levels of development and how they may be met.

Exemplars: Prevocational Home Economics, 10th and 11th Grades

SPECIALIZED, INDEPTH COURSES TO EXPLORE CAREER POSSIBILITIES

Present Practices: Programs are being presented in a small number of secondary schools as special interest courses. These programs can encourage students to enroll in advanced courses at the University with an eye toward professional employment or can encourage them to take gainful employment courses at the secondary level.

Emerging Mandate: Current educational trends must take new direction in order to reach all students in need of guidance. With the number of young workers, women workers, and service workers increasing it becomes necessary to present indepth courses which provide students opportunities to explore career possibilities at all levels of skill.

It is suggested that four indepth semester length courses be offered. A person enrolling in any or all of the indepth courses may or may not have had previous formal work in home economics. Courses, except clothing, would be open to boys and girls. An indepth course may serve as the prerequisite for a world of work oriented course.

These subject-matter models may be used as indepth courses as outlined or a school may select portions and offer short units for boys and girls going to college related to their current needs and interests.

Model 1: PEOPLE IN OUR WORLD--A View of Society

Through this indepth study it is anticipated that young people will gain in perspective through an understanding of themselves and of others. It is believed that problems can be solved and challenges met more easily when young people have some understanding of the viewpoints of parents and other members of society.

Class members will need to be involved with real people--people throughout the continuum from birth to old age, people with varying degrees of affluence and poverty as well as people of differing ethnic and racial backgrounds. Guests will need to be brought into the classroom and students will need to go out into the community. Students will need to talk with each other in small groups to verbalize what they have seen and to bring to a conscious level their feelings, their prejudices and their knowledge of social issues and conditions facing people in our world today.

Suggested units within the course include the study of:

The People Our Age
The Infant and Young Child
The People Responsible For Us (Child raising years to retirement)
People After Retirement

Not only will factual information about each age level be covered, but speakers and study trips can be used to introduce students to the various people and agencies who work with people of all ages--for example: welfare workers and agencies, homes for the aged, nurses and companions to the elderly, nursery school operators and aides, cottage mothers at children's homes, and many others. All of these agencies offer possibilities for employment at both semi-skilled and professional levels.

Concepts to be included are an understanding of: Needs and concerns of young people of different social, racial, educational and economic groups, heredity and environment as a factor in making people different; stumbling blocks which teenagers meet; mental and emotional health as related to teenagers, community and the nation; responsibilities involved in establishing a home and family; social services available to parents and couples (marriage counseling services, money management services; child guidance services); conditions unique to senior citizens--too much time, too little money, and the feeling of uselessness; the individuals, the family, and society's responsibility to senior citizens.

Model 2: HOUSING AND HOME MANAGEMENT

This course is to be structured around major concepts and generalizations concerned with housing and management in the home. There should also be much specific factual information to support these concepts and generalizations. It should be remembered that when students have many opportunities to discuss and use concepts, they can be encouraged to summarize what they have learned in the form of generalizations.

It is recommended that at least five areas of study be included in this course. Possible unit titles are:

Homes For Family Living
Management For Modern Families
Making Homes Livable
Homes of the Future
Planning Careers in Housing

Interaction with community resource people and facilities will enable class members not only to gain practical, workable information, but will allow them to see people at work in all levels of the housing and management field. Sources for speakers and study trips are architectural firms, interior design studios, furniture stores, upholstering firms, and furniture or carpet factories and warehouses, all of which are available in Nevada.

Concepts to be included are the understanding of: Housing as it meets the families needs; architecture and community planning; factors which influence housing choices; management and resources; money management and family spending; consumer credit and better buymanship; furnishings, beauty, and color in the home; the future of cities, automation in the home; new products, materials, and technology; careers available in the area of housing management.

Model 3: FOOD AND PEOPLE

Through the indepth study of foods and nutrition in this course, the areas of biology, chemistry, agriculture, art and geography are related to home economics. The social and psychological decisions of shopping and management, and earning a living are tied together. There should also be much specific factual information to suppport these concepts and generalizations. It should be remembered that when students have had many opportunities to discuss and use concepts, they can be encouraged to summarize what they have learned in the form of generalizations.

It is recommended that course content be divided into the following topics of study: The Significance of Food, a relationship of food habits and preferences to the world's economic and social situation; The Nature of Food, science of food as interrelated with other sciences; The Management of Food Resources, values of food plans both economically and nutritionally; The Historical and Cultural Aspects of Food; Food in the Family Life Cycle. Students will need to be involved in programs presented as a cooperative effort between home economics and other departments within the school (chemistry, biology, art, agriculture, history). Resource persons and study trips will enable class members to relate the study of food to community agencies, services, and available occupations in the field.

Concepts to be included are an understanding of: Causes and cures of malnutrition around the world; agencies concerned with the universal food problem, such as UNICEF, UNESCO, FAO, and WHO; past and future research on the study of nutrition today; the functioning of the human body and life itself--the complex system of chemical and physiological processes; cell structure of plants and animals used as food; principles of food cookery as they result in food pleasing to see, taste, and eat; the preservation of food; food dollars in relation to total income; the many possibilities for employment in the food industry, from production to consumption.

Model 4: CLOTHING

As defined, the one semester course would not develop skill in the construction aspect of clothing but rather in the selection of clothing. If skill in construction is to be developed, a second semester would have to be offered. This second semester could be wage earning oriented.

It is suggested that course content include the study of:

Origins of Fashion (the fashion industry)
Textiles; Factors Involved in Clothing Decisions (needs, desires and values)
Designing, Careers Related to the Textile and Clothing Field
Concerns For Construction

Student learning will be strengthened by the opportunity to visit fashion houses, listen to people employed in clothing-textile related capacities, and actively participating in design and construction techniques.

Concepts to be included are an understanding of: Present day fashions and changes in society affecting fashion; the natural fibers--wool, silk, linen and the manmade fibers; role perception and expectations; design of clothesline, color, texture; shopping for clothing for different family members; household fabrics for the family (linens and bedding, curtains, draperies, slipcovers, upholstery, rugs, carpets); professions for the college-bound student and occupations for the high school graduate; basic construction techniqes with emphasis on correlation of fabric and pattern, pattern alterations, and the construction techniques of collar, sleeve, and waistline seam treatment.

Exemplars: Prevocational Home Economics, 12th Grade

A COMPREHENSIVE HOME ECONOMICS COURSE

Present Practice: Most secondary schools in Nevada have incorporated a course in family living into their senior home economics program. These courses are open to both boys and girls and strive to prepare young people for the responsibilities they will be expected to assume in the adult world.

Emerging Mandate: The roles of men and women have been changing rapidly and the transition period from childhood to adulthood has become shorter. Only 40% of high school graduates seek higher education; therefore, it seems advisable that schools offer a comprehensive family living course to prepare students for their role as individuals in the family and society.

Model 1: FAMILY LIVING

It is recommended that this course be organized so that students may take only the fall or spring semester as well as the entire year. Class members should be boys and girls who may or may not have had previous formal education in home economics.

Suggested course content includes units in the following areas:

Family Development
The Adult in Our Society
Food For Families
Housing
Money Management
Home Nursing
Clothing

The course is to be structured around major concepts and generalizations concerned with the areas which are included. There should also be much factual information to support these concepts.

Specific concepts are to be included in each unit.

Family Development Develops an understanding of: The family life cycle, family developmental tasks, families as they reflect social change; family status and social class; trends in family orientation and childbearing; expanding and contracting families.

The Adult in Our Society Increases understanding of: The role of the single person; a marriage partner, a member of the community, nation, and world, a parent.

Food For Families Recognizes the need for the study of: World nutrition; historical and cultural aspects of food; the family life cycle and food needs, including purchasing, preparing and service of food; food for the convalescent. (See Food and People, an indepth course for topics in greater depth.)

Housing Develops an understanding of: Housing problems in the United States today such as slums and segregation; housing for the aging; the high cost of housing; government participation in housing; mobility and housing.

Money Management Increases understanding of: Social and economic settings in which families live; the need for management in family living; financial information to aid in decision-making.

Home Nursing Recognizes the need for family, community, and world health and develops understanding of caring for the patient, making the patient comfortable, and feeding the patient.

Clothing Develops an understanding of: Conformity and individuality in dress; social change and fashion change; reference groups and clothing behavior; clothes, roles, and status; clothes and the self concept; clothing and physical appearance; clothes and the job; available consumer information; responsibilities of consumers; federal legislation; quality in clothing, the function, fit and upkeep.

A course structured in the recommended form will provide students many opportunities to discuss and use concepts. This learning will be summarized into generalizations which can be applied to problems and decisions the students will be required to make. Not only will a course of this type assist boys and girls in living more compatible lives in their community, but it can be structured so that occupational possibilities are presented whenever they apply. Included in each of these units should be an introduction to the availability of gainful employment classes that are being offered at the secondary level.

Model 2: THE CONTEMPORARY FAMILY

It is recommended that this course be structured into six or nine week units which focus on helping youth to understand the social, economic, technological and scientific aspects of our society that affect personal and family life and to understand their roles as individuals in making homes and contributing to a stable family future.

Suggested units include the following:

The Roles of Men and Women in Society Today
The Roles of Men and Women as Parents in a Democratic Society
The Roles of Men and Women as Contributors to Society
The Roles of Men and Women in Providing Satisfying Housing
The Roles of Men and Women as Consumers
The Roles of Men and Women in a Companionship Family
Continuing Education in Today's World

Examples of topics to discuss in relation to the roles of men and women as contributors in society are the importance of work in today's world to one's feeling of worth, contributing to a better world through group efforts and the place of organizations in society, and contributing to a better world through individual efforts.

Some of the concepts expected of learners include the following: Certain roles of men and women in our society are not as sharply differentiated today as they were in the past; understanding one's self helps a person to understand and accept others and understanding others helps one to better understand himself; in our society the primary functions of families are to meet basic needs of their members, to produce health personalities and to prepare individuals for a meaningful existence in society; interaction among family members is influenced by expectations of the role of oneself and others in the family; the American family in the present society is highly dependent upon the community; more so than in past American history. (See Exemplars: Postsecondary, The Contemporary American Family for additional concepts.)

Chapter 5

APPROACHES TO INDIVIDUALIZING INSTRUCTION IN HOME ECONOMICS

Model 1: HOME AND COMMUNITY EXPERIENCES

For many years, home projects and home experiences have been a way of individualizing instruction for home economics students. The project plan was written into the vocational education acts and teacher time for working with students on planning, supervising, and evaluating projects was allowed. Some teachers were employed in the summer to supervise projects for which students received credit. The project plan is still being used successfully in many areas. It is briefly as follows:

Step 1: The student, in cooperation with a parent or guardian, thinks through her own needs for development and the needs of her home and family, and she selects a project appropriate to these needs.

Step 2: She develops a plan of work based on the objectives she hopes to achieve. She gets approval of her plan by her adviser and/or parent or guardian.

Step 3: She works on her project, getting assistance from her adviser when necessary. Her adviser will assist her in finding information relative to her project.

Step 4: She completes her project, evaluates its success and perhaps chooses another project.

Home visits of the teacher to the home have been encouraged as a means of working effectively with parents and to get to know the student better.

The project plan has always met with more enthusiasm in rural than in urban areas because many student projects were production oriented. As urbanization and bussing of students has increased, teachers have found it more difficult to do home visits. Also, more married home economics teachers are in the classroom than formerly and married teachers with families find less time to visit homes than formerly.

Extensive long-term home projects have given way to home experiences and home practice, where students can extend the classroom into the home.

For example, during a study of human relations in class, students may be asked to try out human relations principles at home or with friends or neighbors and to report results.

During a study of child development, a student may select a particular age child to observe at home or in the neighborhood and to record a child's development.

Principles of vegetable cookery may be demonstrated in class and students may be asked to practice recipes at home.

A study of clothing selection and wardrobe planning may lead to a home experience where a student analyzes her own wardrobe needs.

Individualized projects can often be a part of the Future Homemaker of America program. To earn a Junior Degree, a Chapter Degree, or a State Degree a student must develop and carry our plans toward four goals: (1) To grow as an individual (2) to grow as a home member, (3) to grow as a school and community member, and (4) to grow as a member of Future Homemakers of America.

The value of the home project or home experience is that students apply principles learned in class to home situations. What is not used is often forgotten. It also provides an opportunity for a student to pursue a problem of interest and meaning to her.

Model 2: THE UNIPAC

One approach to individualizing instruction is the learning package, commonly called the UNIPAC. This system places the teacher in the position of a learning manager, rather than being a purveyor of information; it places responsibility on the student for her own learning. In this plan, the student progresses at her own rate, in her own style and in her own learning rate.

With the assistance of his teacher, a student selects a particular systems package in his personalized sequential learning program. Each package is based on a concept (or a generalization) or a skill. The package is really a series of lesson plans designed for the student to use rather than the teacher. A student goes through the following steps in the package program:

1. She takes a pretest based on behavioral objectives in the package. If pretest shows objectives have not been achieved, she goes on to next step.

2. She selects from suggested alternative subject matter, media, and methology those which will fit her own learning style. The student uses the behavioral objectives to guide her in her learning and when she feels she has achieved one objective, she goes on to the next and again selects from suggested alternatives in subject matter, media and methods.

3. She takes a self-evaluation test, and when she feels she is ready, she can request the post-test for the package.

4. She takes a post-test. (If a student fails, she can go back to step 2. If she passes, she can choose to go on to another package or pursue a quest activity.)

5. Quest. A student who selects this option defines a problem for indepth or inbreadth study. Self-initiative and self-direction are encouraged for enrichment.

An essential feature of the UNIPAC plan is that the teacher provides opportunities for interaction between student and teacher and student-student. Large group lectures, small group discussions, pupil-teacher conferences and small learning teams are introduced when appropriate. Since the teacher's role has changed from that of a purveyor of information to that of a learning manager, she has more time to stimulate slow learners and to challenge the academically talented. She has more time to play a supportive role to the students, paying more attention to the important aspect of pupil-teacher relationships, an essential ingredient in motivation and learning. She monitors a student's progress and gives encouragement when needed.

Teachers who recognize the uniqueness of students will not expect all students to do the same UNIPACS. A great variety of UNIPACS based on the concepts and generalizations in the home economics structure must be available.

Nevada home economics teachers at the August 1968 vocational conference received help in writing UNIPACS, and it is expected that as UNIPACS are developed in the State, they will be reproduced and made available to other teachers. Washoe County teachers plan to develop UNIPACS in an inservice education program in the fall of 1968.

We all know that students remember longer what they themselves think through or discover for themselves. UNIPACS provide this opportunity for self-discovery.

The modular schedule is especially suited to the use of instructional packages. In large groups, students can be introduced to broad concepts. In smaller groups, they have an opportunity to toss ideas around, to explore their attitudes and feelings; and in individualized study they can pursue individually prescribed learning packages or quest areas.

A variety of educational media needs to be available for students as they pursue their behavioral objectives. Dial Access systems would make this type of learning more effective. What students can do individually will be transformed by technology such as computer-assisted instruction. However, much can be done now through the use of learning resource centers, and the teacher cannot wait for a dial retrieval system to come to her school.

The plan as reported by Dr. Philip G. Kapfer, Research and Dissemination Director, Clark County Schools, is briefly described in the diagrams on the following page.

The following references will assist those interested in learning more about the development and use of instructional packages.

Philip G. Kapfer, "An Instructional Management Strategy for Individualizing Learning," Phi Delta Kappa, XLIX (January, 1968) pp. 260-263.

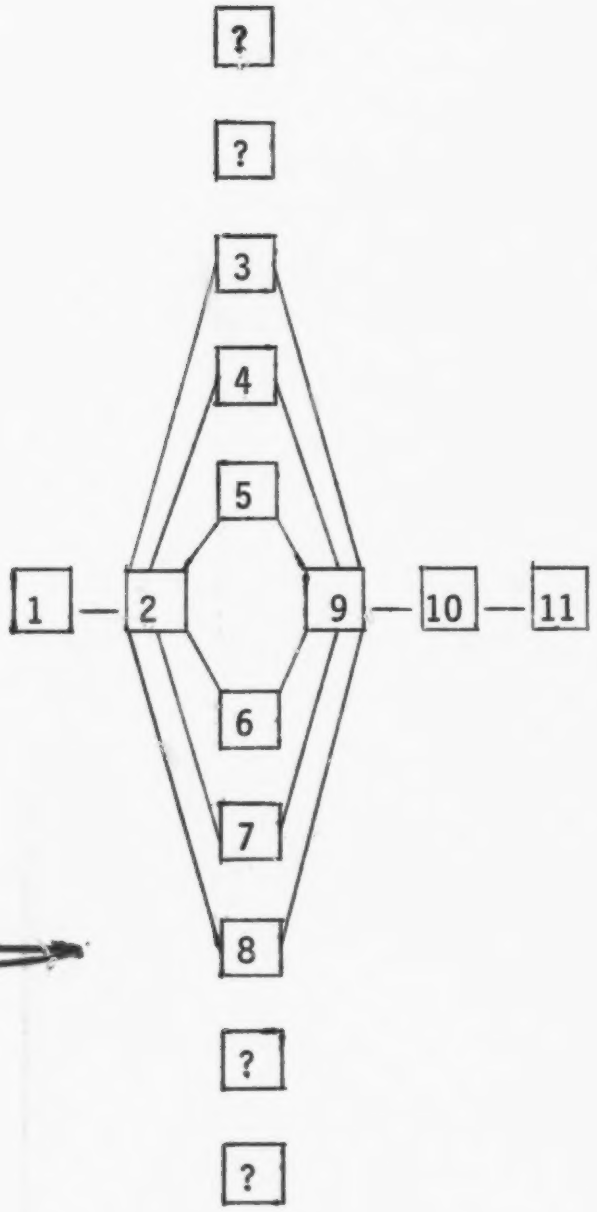
Philip G. Kapfer and Gardner Swenson, "Individualizing Instruction for Self-Paced Learning: A Commitment by the /I/D/E/A/ Materials Dissemination Center," The Clearing House, 42 (March, 1968).

Philip G. Kapfer, "Practical Approaches to Individualizing Instruction," Educational Screen and Audiovisual Guide, (May, 1968).

Model 3: SPECIAL PROBLEMS IN HOME ECONOMICS

A special problems course is particularly suited to the preprofessional aspect of the home economics programs. It could include such areas as:

1. Professional opportunities in home economics.
2. Meaning of "profession", and "professional commitment."
3. Independent studies indepth--problems related to some phase of home economics.
4. Educational work experience with a home economics teacher, a home agent, a home service representative, a Girl Scout leader, a nutritionist, etc.



1. Pre-evaluation on ideas, skills, or attitudes to be learned, based on behavioral objectives.
2. Behavioral objectives.
3. View filmstrips, video tapes, and motion pictures.
4. Hear tape recordings and records.
5. Read selections from books, magazines, newspapers, and programmed textbooks.
6. Conduct laboratory "experiments."
7. Attend large group lectures and small group discussions.
8. Participate in pupil-teacher conferences.
9. Self-evaluation on ideas, skills, or attitudes to be learned based on behavioral objectives.
10. Post-evaluation on ideas, skills, or attitudes to be learned based on behavioral objectives.
11. Quest.

From "Practical Approaches to Individualizing Instruction" by Phil G. Kapfer, Educational Screen and Audiovisual Guide, May 1968, page 14.

A class entitled Special Problems in Home Economics is presently in operation at Valley High School in Las Vegas. Students have an opportunity to develop their own objectives and plan of work under the guidance of the home economics teacher. One student may wish to learn to knit; another may want to make a tailored suit; another may wish to undertake a special nutrition project, a home furnishings project, or a home management project.

In this type of class the student develops her own objectives, her own course of study, and her own plan for evaluating her progress.

At Edward W. Clark High School in Las Vegas a similar course is in operation. There, it is called Independent Study in Home Economics. Typical student projects have been the following:

Planning Convenient Home Storage
A History of Furniture and Furniture Styles
Planning a College Wardrobe
Clothes for the Mature Woman
Business Methods for the Home--Filing and Record Keeping
A Study of Las Vegas Housing--Availability, Price, Construction and Financing

Chapter 6

FUTURE HOMEMAKERS OF AMERICA

The program of the Future Homemakers of America is designed to contribute to the goals of the home economics program. It's eight purposes are as follows:

To promote a growing appreciation of the joys and satisfactions of homemaking.
To emphasize the importance of worthy home membership.
To encourage democracy in home and community life.
To work for good home and family life for all.
To promote international good will.
To foster the development of creative leadership in home and community life.
To provide wholesome individual and group relation.
To further interest in home economics.

Every three or four years, a new program of work for the FHA is developed with objectives and projects related to the current life situation and societal needs of youth. Typical projects are: *Individuality Counts* (to stress the importance of the development of each individual); *Good Health--A Valuable Asset* (to make youth aware of the importance of good physical and mental health to himself and to society); *Jobs, Careers and You* (to encourage youth to establish purposeful goals and to work toward these goals through job training and career choices); *Morals and Manners Matter* (to emphasize the importance of the development of a code of ethics to gain self-respect and the respect of others); *Good Family Relations Through Communications* (to promote understanding among family members through awareness of and appreciation for their individual interests, activities and problems); *Your Neighbors Near and Far* (to understand, respect and appreciate the heritage, customs and beliefs of all peoples of the nation and the world); *Make Your Money Behave* (to help youth understand and practice selective spending); *Leisure Time--Constructive Time* (to encourage individuals to spend their leisure time participating in activities which are beneficial to themselves and others); and *Citizenship Challenges You* (to encourage Americans to recognize and fulfill their responsibilities as citizens).

The FHA organization helps to provide some of the imperative needs of youth, especially needed by disadvantaged students. Therefore, every effort should be made to accommodate these students in the program. These needs are:

- Identification with adults--feelings of being loved and wanted--encouragement to accept values and standards of an adult world.

- Help in achieving a gratifying recreational pattern.

- Opportunities for adequate peer relationships.

- Opportunity for making community ties--establishing a feeling of being "rooted" in a community.

A program in homemaking education can be vastly enriched through learning experiences in FHA. Projects and programs planned and carried out by the chapter members of Future Homemakers of America provide additional opportunities for students to achieve some of the objectives of the homemaking program toward which their class and home experiences are directed.

Since membership in youth organizations is voluntary, activities should be in gear with the interest of the members. However, advisers need to guide members to select activities that will provide learning situations. The success of the chapter depends upon motivation, and this can be achieved in most cases if members choose activities and select the ways they would like to carry out the plans.

GUIDING PRINCIPLES FOR WORKING WITH YOUTH ORGANIZATION IN VOCATIONAL EDUCATION

- The teacher is responsible for guiding the chapter in setting up a program of activites and carrying it out. The aim and purposes of the organization are attained through the chapter activities. The success of any program of activities depends largely upon the guidance of the teachers.

- A chapter activity is a group activity, selected, planned, and carried out, and evaluated by the chapter members as a group.

- The program of activities should make a significant contribution to attaining the aim and objectives of the instructional program in vocational education.

- Most chapter activities should be based on the needs of students as recognized in the home economics program and in the national program of work.

- The teacher must be primarily concerned with the chapter program of activities as a teaching device--a device to help her attain her teaching objectives.

- The purpose of the activity must be clear to the adviser, and steps must be taken to accomplish it.

- The program of activities should be broad enough to offer each member a chance to excel--to find her place in the sun.

- Although degrees are an optional part of the program, some students are motivated by the degrees program to choose goals which will help them grow as individuals, as family members, and as community members.

- The chapter should keep the public informed of its activities and accomplishments.

- Adequate money-raising activities should be set up to enable the chapter to finance its program of activities.

- Chapter activities should provide good leadership training for all the members.

- All activities should be supervised by the school (the adviser) and should be under school control and discipline. Before an activity is launched, it should be approved by the principal or other school executive. Since the principal is responsible for the school, he should have the power to veto any proposal of any school organization.

- All activities should be scheduled to avoid conflicts in dates and to secure better administration in general.

- There should be close supervision of the chapter funds and accounts. Perhaps handling the account through the central purchasing system of the school is best.

- Good year-round records should be kept of the chapter meeting in an official secretary's book.

Many national FHA publications provide guidelines for local chapter advisers in ways of working with chapter officers and members to achieve the aims of the FHA organization. For further information consult your state adviser.

Part I

THE PREVOCATIONAL YEARS

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PART II:

THE CAREER DEVELOPMENT YEARS
(15-20 and Beyond)

Chapter 1

PRESENT PRACTICES--THE CAREER DEVELOPMENT YEARS

The occupational aspect of home economics was developed in response to four compelling forces: (1) The Vocational Education Act of 1963, which encouraged home economics to include education for wage earning; (2) the rapid increase in the number of women entering the labor force, which generated the concern to help them more effectively accept their dual roles as homemaker and wage earner; (3) the expansion of opportunities for men and women in service jobs that utilize the knowledge and skills of home economics; and (4) the desire to help persons with special needs--the culturally deprived, mentally retarded, physically handicapped, and emotionally disturbed--to fit into adult life in a meaningful way.

The occupational program serves as a co-partner with the homemaking and family living program in the achievement of the overall home economics goal, but its major purpose is to develop the attitudes, understandings, and abilities that enable individuals--both youth and adult--to perform effectively in beginning jobs that require home economics knowledge and skills. The six major goals of the career development years are as follows:

- Preparation of youth and adults for gainful employment in occupations requiring less than a baccalaureate degree and for which there is expected to be an economic demand.
- Preparation of youth for the useful occupation of homemaking and for their dual roles as homemaker-wage earners.
- Provisions of preprofessional education for students who will enter colleges and universities to become professional home economists.
- Provision of continuing education for youth and adults supplemental to homemaking or to gainful employment.
- Serving persons with socio-economic or other handicaps whose needs cannot be met through the regular program.
- Preparing individuals for effective citizenship, especially as effective consumers.

Programs to train for gainful employment are, or have been, in operation in secondary schools to train individuals for occupations in food services, clothing services, and home and child care services. In general, these courses have been one or two semesters in length and have been designed for entry-level employment. Facilities in existing home economics departments and school cafeterias have been used. In addition, there has been cooperation with industry and community child care facilities.

Adult education programs to train Visiting Homemakers have provided trained personnel for services to homes and families. The Home Economics and Health Services combined to develop a program for Home Health Aides which has already trained a number of workers for this service provided under Medicare. Programs supplemental to employment for school lunch cooks and cook helpers are being provided regularly in the two large counties; and, district-wide workshops for school lunch cooks have been held.

Youths and adults in Nevada have had many opportunities to train for homemaking and for their dual roles as homemaker-wage earners. In recent years, much emphasis has been placed on the management area of homemaking, particularly at the secondary level.

A variety of adult homemaking classes have been offered throughout the past 25-30 years. Courses in all areas of home economics have aimed to meet the needs of homemakers, both men and women. In recent years, classes in the Bishop Method of Clothing Construction have been very popular. Classes in Home Furnishings, Woodworking for the Home, Furniture Refinishing, Parent Education, Communication in the Family, Cake Decorating, Home Crafts, Let Your Kitchen Work For You, Flower Arranging--are just a few of the many types of programs designed to keep homemakers up-to-date, to provide leisure time and self-fulfillment types of courses.

Postsecondary programs to train *Food Service Supervisors*, *Child Care Assistants* and *Fashion Trade* personnel are being operated at the University of Nevada, using the facilities of the Home Economics department and work experience stations. Graduates of these two-year programs receive an Associate of Arts or Associate of Science degree. One year program graduates will receive certificates under a new plan to begin in the fall of 1969.

Programs for youth and adults with special needs have been conducted at the Caliente Training School for Girls and at the Women's Prison. Other programs to train unemployed persons for gainful employment have also been offered as a part of home economics services.

Prevocational homemaking education programs and/or programs to train for gainful employment often provide students with opportunities to explore career opportunities at the postsecondary or baccalaureate degree levels.

Chapter 2

EMERGING MANDATES--CAREER DEVELOPMENT YEARS

. Home economics education has a continuing and expanding responsibility for occupational education at the secondary, postsecondary, and adult levels as well as for persons who are disadvantaged or handicapped as substantiated by the following facts:

Rise of Young Workers Who Need Training. The supply of young workers will grow faster in the next decade than the labor force as a whole. The impact of technological and industrial change will drastically curtail employment opportunities for less skilled workers. Training of technicians at the postsecondary level will become increasingly important. By 1970, it is expected that nationwide 80% of all college-bound graduates will be engaged in some type of postsecondary program.

Rise of Women Workers. Automation and technological developments in food, clothing and housing will continue to reduce the amount of time needed by the homemaker for food preparation and service, clothing care and upkeep, and household care. Growth of women in the labor force will continue.

By 1970, two out of three women will be wage earners. Both educators and counselors must now take into account the inescapable fact that women workers can no longer be trained for homemaking alone with the mistaken notion that they will spend most of their lives out of the labor force and in the house.

Home economists in education are in a position to alert young people and older women to the opportunities available to them to work in occupations related to and requiring the knowledge and skills of home economics.

An economy cannot remain a healthy one if it consistently has too many unemployed individuals, and women workers are essential to the maintenance of an expanding economy.

It is essential that we develop ways to help women meet the situations they face today--their multiple roles, their need to provide supporting and supplemental income and their longer life expectancy. Women increasingly will seek ways to make their middle and later years more useful and meaningful. Women desiring to go to work after a period devoted to homemaking need the opportunity to be trained or retrained to enter the work force. Some are stimulated to supplement the family income to help send the children to college, buy things they want, or to become eligible for social security. Others who are divorced or widowed must work to support themselves and others. Counseling by qualified persons, competent to advise them on their educational and employment plans, is greatly needed by this group. Part-time employment may be desired by many women rather than full-time employment.

The demand for service workers of all kinds is expected to increase. This includes persons trained in home economics related skills who can provide services to homes and families in the care of the home, clothing maintenance, meal preparation and service, and with care of children. The longer life expectancy indicates a greater need for persons to be trained to serve elderly citizens as visiting homemakers, home health aides, companions, shoppers, or housekeepers either on a full- or part-time basis.

More often than in the past individuals and families get their meals in public places, away from home, resulting in an expanded food service industry.

Need for Continued Training. Dr. Walter M. Arnold, Assistant Commissioner for Vocational Education, made a plea for open-ended occupational education when he said: "As we develop occupational education we should see hierarchies of jobs.....For example, a high school student may take a series of courses which prepares her to be a worker in a day-care center or other group care for children. Having completed this course she may decide to go on to a post-high school institution for two years to prepare her to be an assistant in a day-care center and from here may decide to go to another institution to take a degree and be prepared for a professional career in the field of care and guidance of children. A similar hierarchy can be described in the area of food service--a worker trained in high school, a food service supervisor who has taken a two-year post-high school course, or a dietician who has a degree and the approved AVA internship. These programs in high school and at the post-high school level may thus serve as excellent recruitment devices for professional training....."

Similarly, an adult may train to become a Visiting Homemaker. Later, she may take an additional course to prepare her to be a Home Health Aide. After practicing this vocation, she may decide to train to become a Practical Nurse. In all occupational fields, education or training supplemental to employment needs to be made available in order that each individual has an opportunity to progress as far as he is able.

- Home economics directed toward preparation for the occupation of homemaking must be continued as an important major emphasis in programs for high school and post-high school youth and adults. It is essential to recognize that families are the most important resource of the nation and that education for family life is significant for each individual.

Education for home and family living cannot be left to chance. Since the influence which the family can have in our society is so great, education for marriage and family living is a study worthy of consideration for all boys and girls, young men and women. Our society relies chiefly on the family to maintain an environment which allows for growth and development of each of its members. The job of establishing satisfying family life is not for women alone, but rather the work of men and women searching and formulating ways and means to strengthen the American home, the foundations of our society.

Dr. Bernice Milburn Moore described the need of education for home and family life for all subcultures in our society. For the youth from the most priviliged homes, she stated:

> .....much can be gained by young women for freeing of time through operational proficiency in their home because of planned instruction in classroom and laboratory in time and money management, in child rearing in all of its aspects and especially in its mental health implications, in the intricacies of personal and family relationships within the family and within the community.
>
> Perhaps it is not too much to hope that in a future day, high school boys at this same socio-economic level will have the opportunity to become acquainted with what the behavioral sciences have to offer them in definition of their new family roles, including a more adequate

> conception of masculinity, of their own responsibilities and opportunities in parenthood, and in their major share in the emotional stability of their wives. Also, in high school both boys and girls can make time and should have time to attain an objective knowledge of values and of fundamental concepts of man-woman relationships which will stand them in good stead in building security into their marriages. Instead of being considered unnecessary, or even unimportant for young persons of this subculture, formalized education for family living should be recognized as vital for their own well-being and for healthy development of their children.[1]

For youth of the middle class family, Dr. Moore stated their need for family life as follows:

> Education for family living among persons of this group carries a double-barreled implication. Since basic gratification for family members is derived from home life itself, then persons who will be marriage partners and parents in such a setting need a background of information and of experience which will make family life not only more satisfying but also stimulating. Women in this group find their fundamental creativity within their homes and in child rearing. Without basic knowledge and equipment for this thoroughly worthy career, frustration and disappointment in their roles may result.....
>
> Men in this subculture have long been considered "guests in their own homes" as Henry A. Bowman, sociologist, has described them. With earning as a part of the shared experience of their wives prior to the birth of children, and in the teen years of their offspring, these men are having to assume a more active share in the rearing of their children.
>
> Here again, absorption from adults of the past is not enough for either sex. Problems of managment of time and money, of child rearing, of basic mental and physical health, of leisure and recreation, of family relationships as well as of skills for home operation are of paramount importance both for family members and productivity in life. Women do carry the major roles of home managers and operators, but their husbands, too, need the essential knowledge to be partners in this family centered enterprise. The universality of high school education for the middle class group indicates these years are those best adopted for the development of basic understanding and acquisition of knowledge concerning the family as a paramount institution, factors contributing to marriage stability, the process of child rearing, the mental health components necessary for satisfying relationships, and stabilization of personalities of all ages in the family.
>
> Since women in the middle class are basically homemakers, even if they may be wage earners at various stages of their lives, they are among those who may profit most from home economics education both for family consumption and as a source of possible employment.[2]

Youth of working class families, also, need preparation for marriage and family living, according to Dr. Moore.

> Many of the girls from these families, when they do get as far as high school, enroll in homemaking education. As one school superintendent from far west Texas viewed this fact, he considered it his "secret weapon" against dropouts among girls. He had developed in his homemaking division a superior teaching staff who understood the vastness

> of need among girls of this group. They set about the task of not only developing necessary skills for home living among their students, but also establishing a new set of attitudes and values related to family life. As Thomas Gladwin has written in "Strategies in Delinquency Prevention," satisfying goals can be established by which to live in families. Transmitting of middle class values from teachers of homemaking is perhaps a major contribution they make to these future mothers and homemakers. Students from these backgrounds have to begin with action and move into concepts. They do not come from a verbal world. But they do understand the acquisition of skills.....
>
> Real tragedy exists in that education for boys is not a regular part of the high school program for homemaking education. Perhaps no group, save those in the culture of poverty, need a total revamping of their conceptions of themselves, their male roles, and their relationships to their wives and children more than do these youth.....
>
> Since girls from this group are enrolled in homemaking in fairly large numbers and since earning for many of them is imperative for economic survival of the family, occupations growing out of their high school courses in home economics offer opportunity for earning as well as for improvement in their role as homemaker-mother. From these young persons can come child-care aides, nursing home assistants, housekeeper-companions for the elderly, nurses aides, employees for food services and clothing concerns, and members of a vast variety of other service occupations. Again, this carries dual value. As these young girls learn to earn, they also learn to live or vice versa. Both important ends are served at the same time.[3]

In describing the need for education for home and family living for youth from the culture of poverty, Dr. Moore had this to say:

> Youngsters from these families have no opportunity at all to move up and out of the bondage of deprivation save through other institutions than the family. The schools are facing, and do face, a major role in the prevention of another generation of economically submerged family heads. These youngsters have no other hope.
>
> The President's Task Force on Job Opportunities for Women has planned to attack the general problem of lack of even basic education among these young girls and women through preparation for marriage, child rearing, and homemaking. As one of the leaders described this approach to a major problem of cultural deprivation, fundamental communication skills will come from "kitchen reading and clothing computation." Their aim in schools, or in new centers for education of those youth from the culture of poverty, will be to prepare young women, and hopefully young men, for a new style of life, a different pattern of home living, a renewed entrance into a culture of promise for the children and their children's children. Again, here are imperative needs for opportunities for learning to live and learning to earn.[4]

. Programs for prospective parents as well as for young parents should be increased. In a recent paper prepared for the National Advisory Committee for Vocational Education, Dr. Lela O'Toole, Dean, Oklahoma State University presented the following statement describing present mandates for education for parenthood.

Early Marriages. More young men and women are marrying at earlier ages than formerly. About two-thirds of all women and more than one-third of all men are married by the time they are 21 years of age. Research shows that problems grow out of young parents' inability to accept the responsibilities of marriage and parenthood, adjust to spouses, and manage money. Individuals in disadvantaged environments usually marry young. One-third of today's babies are born to teenage mothers before the parents are ready or willing to accept added responsibility. Illegitimacy frequently precipitates early marriages. A large percentage of early marriages end in divorce.

Margaret Mead, noted anthropologist, in a recent publication, highlights some of the implications of these early marriages. She writes that such young people are ill-prepared for their responsibilities "toward the community and world in which they live in the areas of home management, nutrition, child care and guidance, clothing the family, and the discretionary use of leisure time. Yet in the forseeable future, these young people plan to live in a self-contained home, often in a completely strange suburb; to care for each other; to budget and plan ahead; to cook and eat nutritious meals; to look after new-born infants; to combine work, study, and plan in ways that would puzzle any vocational counselor who was asked for advice; they also plan to be mothers before they are women and fathers before they are men."

Increase in Illegitimacy. A constantly startling fact of modern American life is that girls under 17 years of age account for 50,000 annual out-of-wedlock births. Illegitimacy in the United States has increased from 3.8 percent of all births in 1940 to 6.9 percent in 1961, from an estimated 89,500 to 240,000. For this group, instruction is needed in homemaking, counseling, prenatal care, and postnatal care. At earlier ages, young women need help with heritage appreciation, clarification of values, and counseling to help reduce illegitimacy.[5]

- Both men and women need to prepare for their dual roles of homemaking and wage earning and for the many other roles they will play in modern society. Since successful home and family living is so closely related to success in employment, all persons training for employment at all levels should have opportunities for receiving preparatory or supplementary training for this dual role. As wives and mothers increasingly share in the wage earning role in their families, husbands and fathers have increasingly been sharing in the homemaking role. Preparation for successful home and family living at the secondary, postsecondary and adult levels is closely related to preparation for wage earning, and this training should become an integral part of occupational training.

Course offerings in homemaking education must also help young men and young women cope with the discontinuity that will be a part of their lives--military service for men and child-bearing for women. Homemaking education must help them to anticipate and plan for continuing education which many of them will seek in order to upgrade and refresh their skills or to acquire new ones. Teachers of home economics must help them set their aspirations high, increase their awareness of the many ways they can serve society--to recognize that to be effective they must gain greater technical competence--that continuing education will be the order of the day--that nothing is more satisfying than to feel needed and useful and that one is giving his best to society.

According to Mary Dublin Keyserling, Director of the Women's Bureau, U. S. Department of Labor, young women have many models for a career of mothering but not very many for a work career. She believes we must do more than groom a girl for a future aesthetic or biological role:

> We need to provide role models--to bring to our schools able women, who have combined happily family living with accomplishment in jobs, in-service roles, in the arts, in politics, and in other positions of community leadership. We need to bring to our young people the picture of the day--today's world they may expect to enter--to communicate to them a zest for life, a sense of the great goals to be won, a sense that the world has need of them at their very best. We need to help them to consider the problems facing families and society and the roles they will play in solving these problems.[6]

According to Dr. Keyserling, we can no longer perpetuate the idea that woman's place is in the home, raising children, being a homemaker. The only trouble is that mothers must be well educated to do a good job of rearing children. Education is a continuing process in modern times, and work experience is an essential part of anyone's intellectual development.

The modern home economics curriculum must help young women prepare for their roles as citizens--to prepare them to be committed to contribute to the quality of society especially in relation to family life in the community where they live.

Home economics in the career development years has a contribution for each individual in relation to self-development, effective interpersonal relationships, and particularly management skills which are of value to the individual in her own home as well as to the individual employment in semi-skilled, skilled or technical work. Home economics has a very important contribution to make in helping the individual in the performance of the dual role of homemaker and worker. Certain understandings and knowledge gained help individuals to develop personal characteristics, management skills, ability to work with others, and especially to organize all aspects of living and working.

Knowing that a large number of employed homemakers have families (three out of ten of all married women--2 1/2 million women with children under six--four out of ten mothers with children of school age) home economics can help prepare future homemakers with the organizational ability and management skills essential if there is to be a desired level of relationships within the home and a proper balance of use of time, energy and money between the home environment and the job situation. Postsecondary and adult classes in homemaking and consumer education can assist employed homemakers to develop the ability of organizing and managing well the numerous roles required of them in such a way that satisfaction and efficiency are achieved on the part of the homemaker and other individuals with whom she works at home or on-the-job.

Parent education continues as a great need as new and different problems exist in relation to the rearing of children. Some of these problems relate to the role of the parents and the children, the role of authority, individual freedoms, controls within the family, functions of the family, child-rearing practices, and the development of teenagers.

Malnutrition exists among families of all income levels. Education on the basic principles of nutrition could help eliminate this situation.

More men and women now live to complete their family life spans as individuals and as married pairs than formerly. The older population is increasing with less family support and concern for the welfare of the aged on the part of some family members. This creates the need for continuing education and preparation for and assistance with adjustments in later years.

- The pressures on society make it mandatory that education endeavor to meet the needs of persons with academic, socio-economic, physical or other handicaps which prevent them from succeeding in regular programs. Home economics education must assume a responsibility for training persons whose needs can best be met in this type of training program, whether it be training for employment or for homemaking. Low socio-economic and migrant families, rural and urban, need help with the use of credit, consumer buying, safety, care of children, sanitation, nutrition, health, housing, and in other aspects of creating a better living condition.

Chapter 3

PLANNING AND DEVELOPING OCCUPATIONAL TRAINING PROGRAMS

Systems Approach To Planning

Systematic Program Planning is becoming widely accepted in education as well as in business, and the following outline could serve as a guide to a systems approach in initiating new occupational programs:

Need (Problems)--Identify--Define--Specify:

- What unmet needs could be served by an occupational training program related to the knowledge and skills of home economics?
- Are there secondary students who need a salable skill upon graduation?
- Are there potential dropouts who might be served?
- Are there any disadvantaged or handicapped students who could be served with an occupational training program?
- What manpower needs exist which could be served by an occupational training program?
- Are homemakers in the community in need of services? What are they?
- Are service workers needed in business, in hospitals, in nursing homes, or in child care facilities?

Goals and Objectives

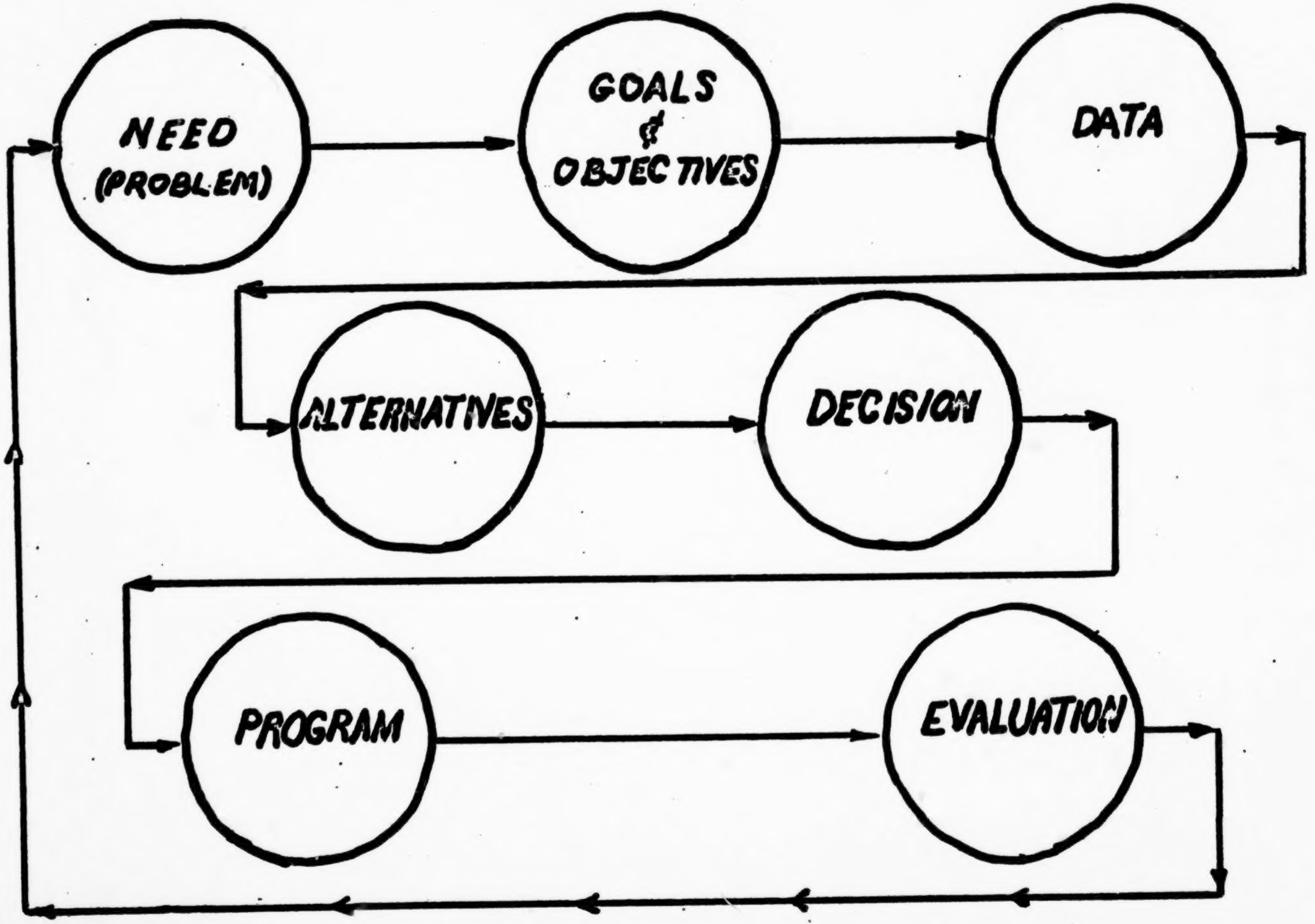
- What broad goals for program should be established? Can they be divided into long term and short term goals?
- Can objectives be stated in such a way that they be measured?

Data

Before starting any training program, general information on present and potential employment of workers, including replacement and growth needs, is desirable. Data to be collected and analyzed includes such information as:

- How many persons are employed for the specific job being surveyed?
- What is the anticipated increase in the number of employees?
- Is there an anticipated drop-off in the number of employees?
- What is the turn-over annually?
- In what occupations are workers in especially short supply?
- What are the present sources of supply used by employers to find new workers?

SYSTEMATIC PROGRAM PLANNING



- How do employers get people to fill their vacancies?
- Does the employer have many applications to fill this type of job?
- What is the number and type of employed workers who need training to update and/or upgrade their skills and knowledge?
- What would be the opportunity for advancement after further training is received?

Data concerning expectations of the employee in specific occupations or occupational clusters:

- What are the requirements of the job or job cluster?
- What are the skills, abilities and personal qualities needed?
- What information is the worker required to know?
- What are some problems with employees that training programs can help to solve?

Data on training for the job:

- What training programs are provided by the employer--on the job and/or pretraining?
- Could some of the training be done in an occupational training course?
- Would employers be more willing to employ trained persons?
- Would employers be willing to pay an increased salary to workers if they were trained?
- Would employers be willing to have learners as trainees?

Data regarding potential learners:

- Who are the potential learners?

Alternatives

- What kinds of programs could be established? Secondary? Postsecondary? Adult--preparatory or supplemental?
- Which is (are) most appropriate for this situation?
- What will each alternative cost in time, material, people or money?

Decision

- Decide on a program to be offered.
- Justify this course of action.

Program (What, where, when, who, why, how)

- Develop a plan.
- Assign responsibility.
- Encourage flexibility.
- Decide on people to be involved, facilities, time and money.
- For what occupational categories (D.O.T. titles) will this program prepare enrollees?
- What ancillary services are needed? What guidance, counseling, testing, and follow-up services are needed?
- What noneducational services need to be provided? How?
- Who should be responsible for placement?

Evaluation

- How will the program be evaluated? The courses? The Teacher(s)? The Student(s)? Methods? Facilities?
- What data will be needed to evaluate? How can a follow-up be made of those who complete programs?
- What devices will be used to measure achievement of objectives?
- What desired changes are needed for future programs?
- Should there be new directions or emphasis?
- Are evaluation procedures satisfactory?

Guidelines For Planning Occupational Training Programs

The following guidelines should be used as a basis for all program offerings:

- There is administrative support in terms of adequate supervision and coordination of the program.
- The occupation-centered curriculum is set up and maintained with the advice and cooperation of the employee-employer representatives concerned. Course content is developed from an analysis of the occupation for which training is to be given, subject to constant review in order to prevent obsolescence. Continuous cooperation is maintained with industry, labor, management, and public employment services to develop job specifications and employment opportunity data.
- The instructional program is directly related to existing employment opportunities and is based on the advice and counsel of representatives from the occupational community being served.

- Vocational guidance--including effective selection, placement, and follow-up of all students who finish or drop a course--is a continuing part of the program.

- Basic vocational programs should be designed to provide education in skills and concepts common to clusters of closely-related occupations.

- Opportunities for specialized or more advanced vocational training should be available in post high school or on-the-job experiences.

- Training for an occupation is carried to the point of developing marketable skills, abilities, understandings, attitudes, and work habits sufficient to enable the trainee to get and hold a job in that occupation.

- Occupational training is offered as close to the actual time of job entry as possible. Age requirements for occupations are considered.

- Instruction provides effective learning situations and duplicates as nearly as possible conditions in the occupation itself.

- Personnel posseses adequate professional qualifications for teaching and are occupationally competent in the subject area of the instruction.

- Continuous study and investigation are integral parts of the program.

- The cost and district effort are reasonable in terms of the objectives of the project in extending vocational education to more people.

- Preparation for the dual role of homemaker-wage earner should be a part of every training program for young men and young women.

The Cluster Concept

The concept of occupational education today is to provide individuals with employable skills in a number of related jobs. In practice, this results in the grouping of occupations which embrace allied responsibilities. The clustering of jobs has many advantages. One is that it helps to define more sharply the kinds of instructional resources and materials needed to implement the curriculum.

Jobs can be clustered in a variety of ways--according to place of employment, types of specific skills needed, according to related job responsibilities, and according to an analysis of common features of occupations. The following are examples of clusters:

FOOD SERVICES:

Cluster 1.	Occupations performed in the back of the house in the Food Service establishment: Kitchen Helper, Food Assembler, Tray-Line Worker, Pantry Worker, Special Kitchen Helper, Caterer's Helper.
Cluster 2.	Occupations performed in the front of the house in Food Service establishments: Dining Room Helper, Counter Worker, Fountain Worker, Snack Bar Worker, Waiter-Waitress, Hostess, Head Waiter.

CLOTHING SERVICES: (Occupations related to construction and knowledge of construction)

Custom Dressmaker; Seamstress; Hand Sewer; Alterationist; Sewing Machine Demonstrator and Sales Person; Sales Person--Textiles, Notions, Patterns; Clothing Maintenance Specialist

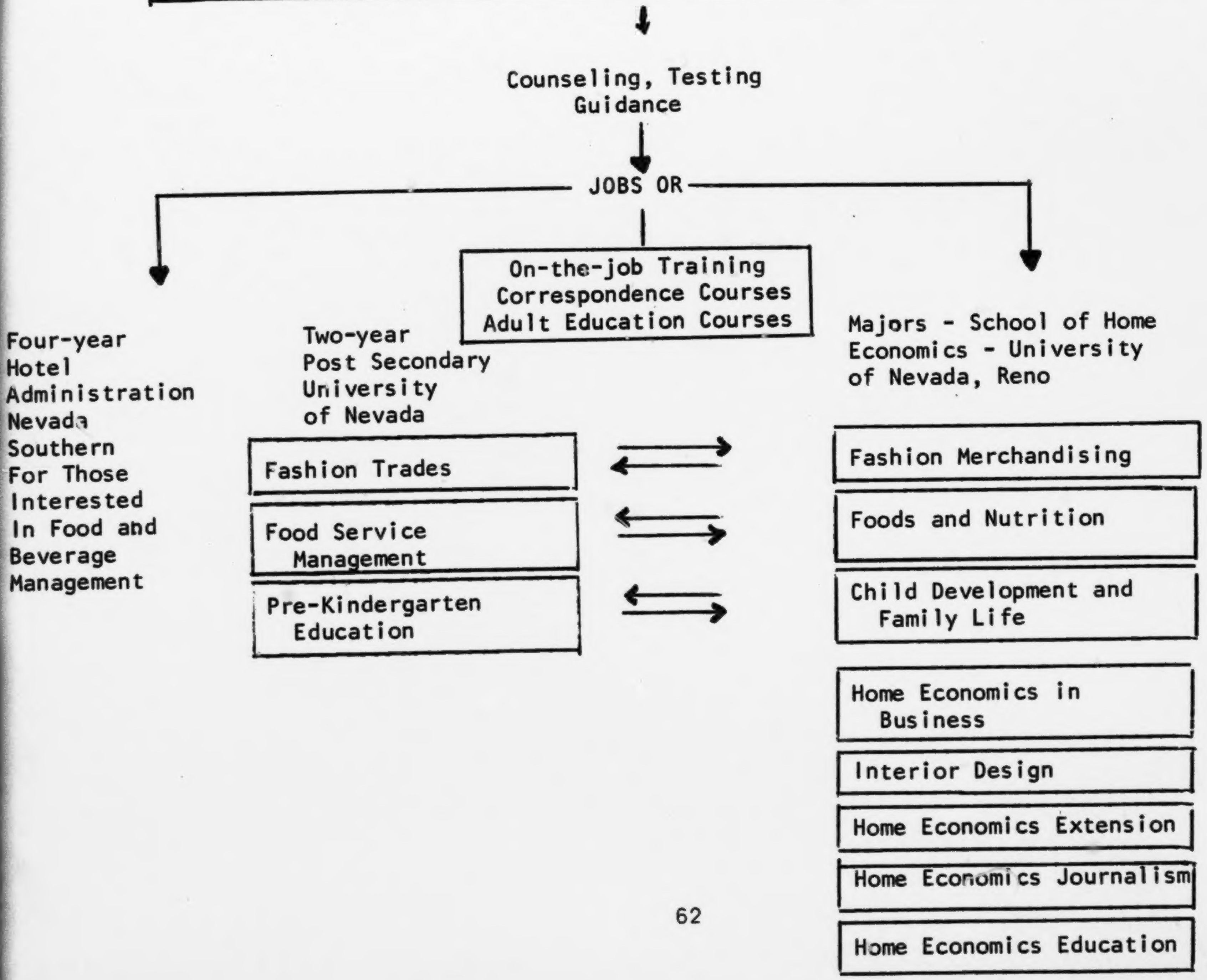
In the curriculum models which follow, the cluster approach is generally used for secondary and sometimes postsecondary programs, whereas the single-skill approach is used for short term adult classes.

Articulation Between Secondary and Postsecondary Programs

The suggested occupational cluster curriculum for high school students is designed as a broad based curriculum to prepare students for a group of related occupations. The technical occupation education programs at the postsecondary level are designed to be more specialized, thereby permitting students to utilize their past education and training achievements at full value to acquire skill competence in an occupational specialty. The following example indicates how the occupational centered curriculums offered in secondary schools can be articulated with postsecondary community college, adult education, or four-year baccalaureate degree programs:

EXAMPLE: COUNTY HIGH SCHOOL PROGRAM

Exploring Home Economics Home Living	Home Living	- 12-13 yrs.
Introduction to Vocations		
A Comprehensive Course in Home Economics Including All Areas		- 14 yrs.
Creative Foods I	Creative Foods II	- 15-17 yrs.
Interior Design	Fashion Sewing	
Contemporary American Family	Contemporary American Family	
Recommended as a Required Course for all students enrolling in Occupational Training Programs		
Food Education and Service Training I	Food Education and Service Training II	- 16-17 yrs.
Fashions, Textiles & Clothing Services I	Fashions, Textiles & Clothing Services II	


Counseling, Testing
Guidance
JOBS OR
On-the-job Training
Correspondence Courses
Adult Education Courses
Four-year Hotel Administration Nevada Southern For Those Interested In Food and Beverage Management
Two-year Post Secondary University of Nevada
Fashion Trades
Food Service Management
Pre-Kindergarten Education
Majors - School of Home Economics - University of Nevada, Reno
Fashion Merchandising
Foods and Nutrition
Child Development and Family Life
Home Economics in Business
Interior Design
Home Economics Extension
Home Economics Journalism
Home Economics Education

Dr. Walter M. Arnold, Assistant Commissioner for Vocational Education, made a plea for open-ended occupational education when he said: "As we develop occupational education we should see hierarchies of jobs.....For example, a high school student may take a series of courses which prepares her to be a worker in a day-care center or other group care for children. Having completed this course she may decide to go to a post-high school institution for two years to prepare her to be an assistant in a day-care center and from here may decide to go to another institution to take a degree and be prepared for a professional career in the field of care and guidance of children. A similar hierarchy can be described in the area of food service--a worker trained in high school, a food service supervisor who has taken a two-year post-high school course, or a dietician who has a degree and the approved ADA internship. These programs in high school and at the post-high school level may thus serve as excellent recruitment devices for professional training....."

In all occupational fields, education or training supplemental to employment needs to be made available in order that each individual has an opportunity to progress as far as he is able. Our educational system depends upon the full development of every individual and it must be geared to the concept of continuing education.

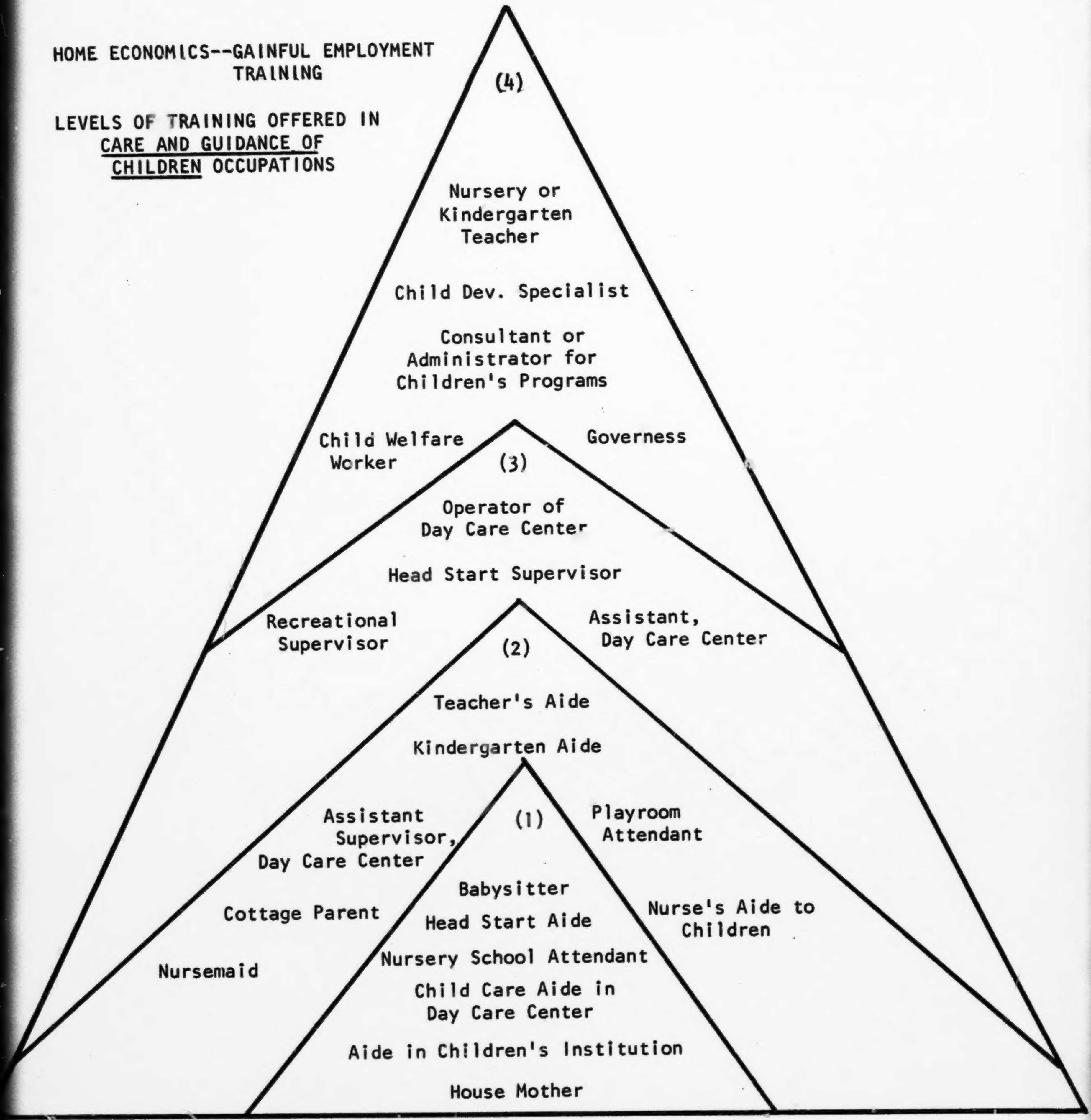
Graduation no longer can be thought of as the completion of education; instead, it must be thought of as the beginning of learning for nearly everyone.

It is desirable that all individuals enrolled in occupational training programs be introduced early to the hierarchy of occupations in their chosen field. The concept of open-ended education—opportunities for advancement in one's chosen field--should be understood and such continuing education should be encouraged. Students interested in professional careers requiring baccalaureate or higher degrees will also be interested to see related occupations at lower levels on the hierarchy which might become an intermediary step to their final occupational objective.

The charts which follow show how the occupational-centered curriculums offered in secondary schools can be articulated with postsecondary community college, adult education, or four-year baccalaureate degree programs. These charts were adopted with permission from a publication of the State Department of Vocational-Technical Education, Oklahoma.[7]

HOME ECONOMICS--GAINFUL EMPLOYMENT TRAINING

LEVELS OF TRAINING OFFERED IN CARE AND GUIDANCE OF CHILDREN OCCUPATIONS



1 - Secondary School Level Semi-Skilled or Skilled at Entry Level

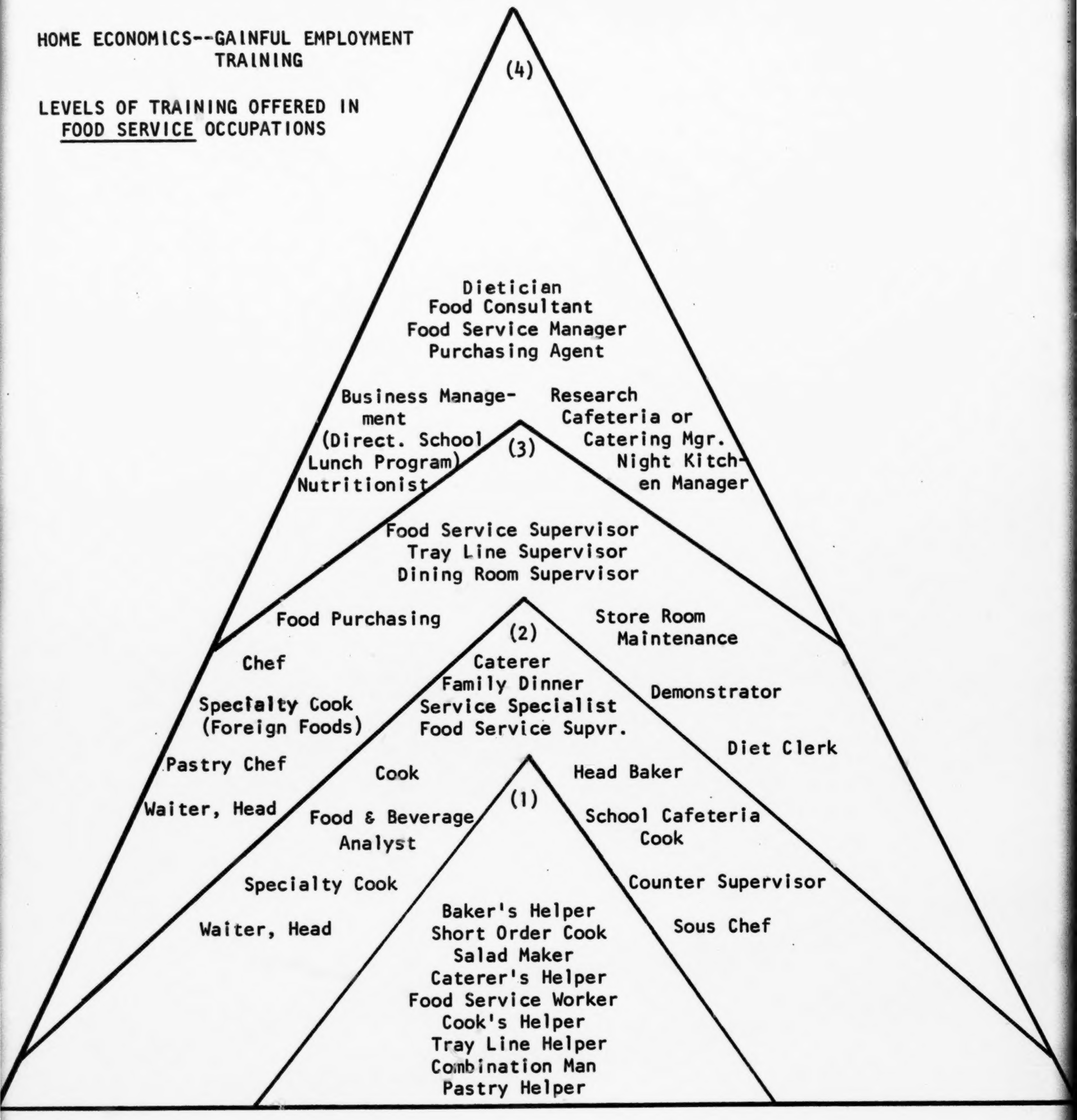
3 - Post High School Technical Level

2 - Adult Education Skilled Level

4 - College or University Level

HOME ECONOMICS--GAINFUL EMPLOYMENT TRAINING

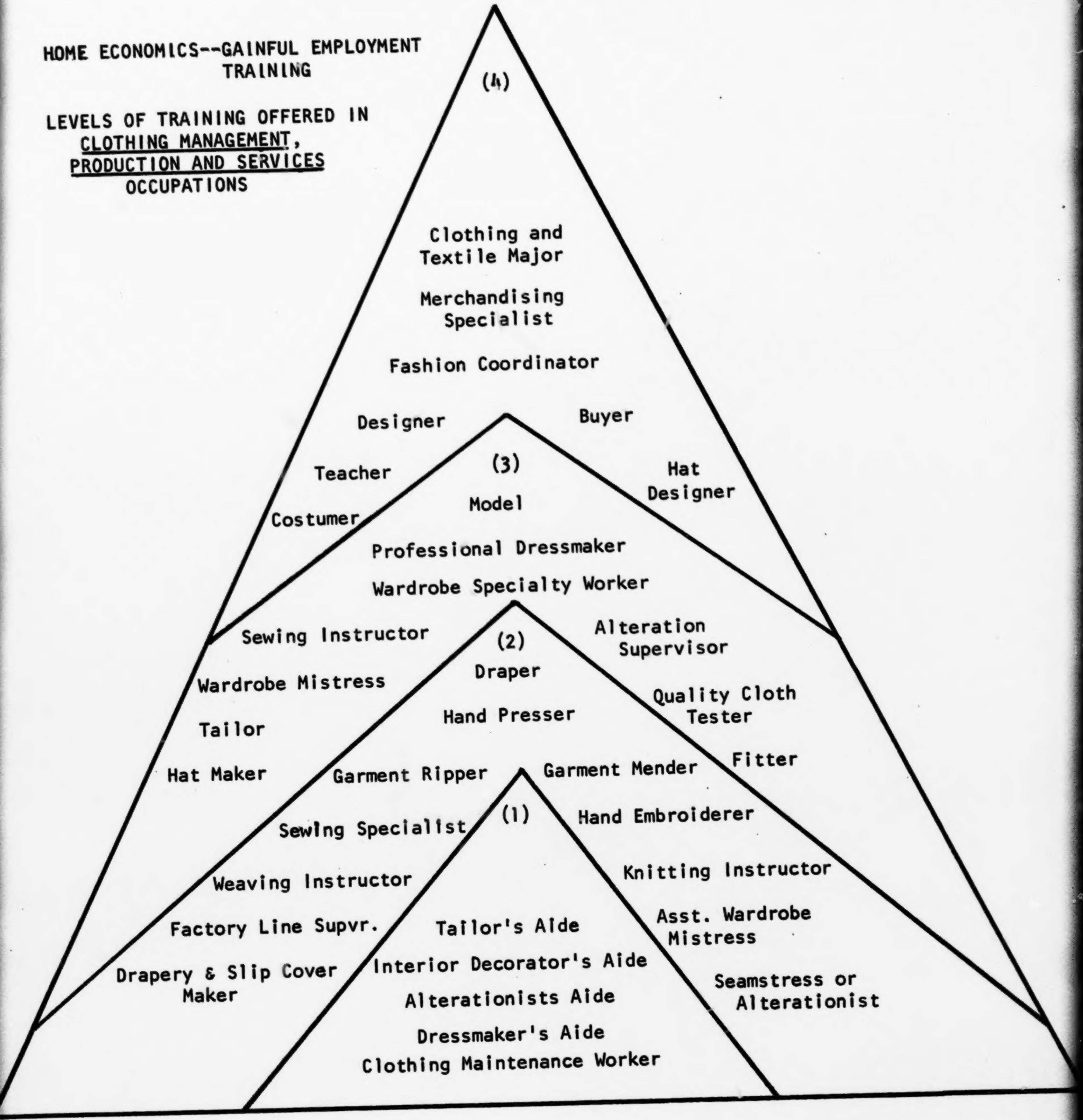
LEVELS OF TRAINING OFFERED IN FOOD SERVICE OCCUPATIONS



1	- Secondary School Level Semi-Skilled or Skilled at Entry Level	3	- Post High School Technical Level
2	- Adult Education Skilled Level	4	- College or University Level

HOME ECONOMICS--GAINFUL EMPLOYMENT TRAINING

LEVELS OF TRAINING OFFERED IN CLOTHING MANAGEMENT, PRODUCTION AND SERVICES OCCUPATIONS



1 - Secondary School Level Semi-Skilled or Skilled at Entry Level

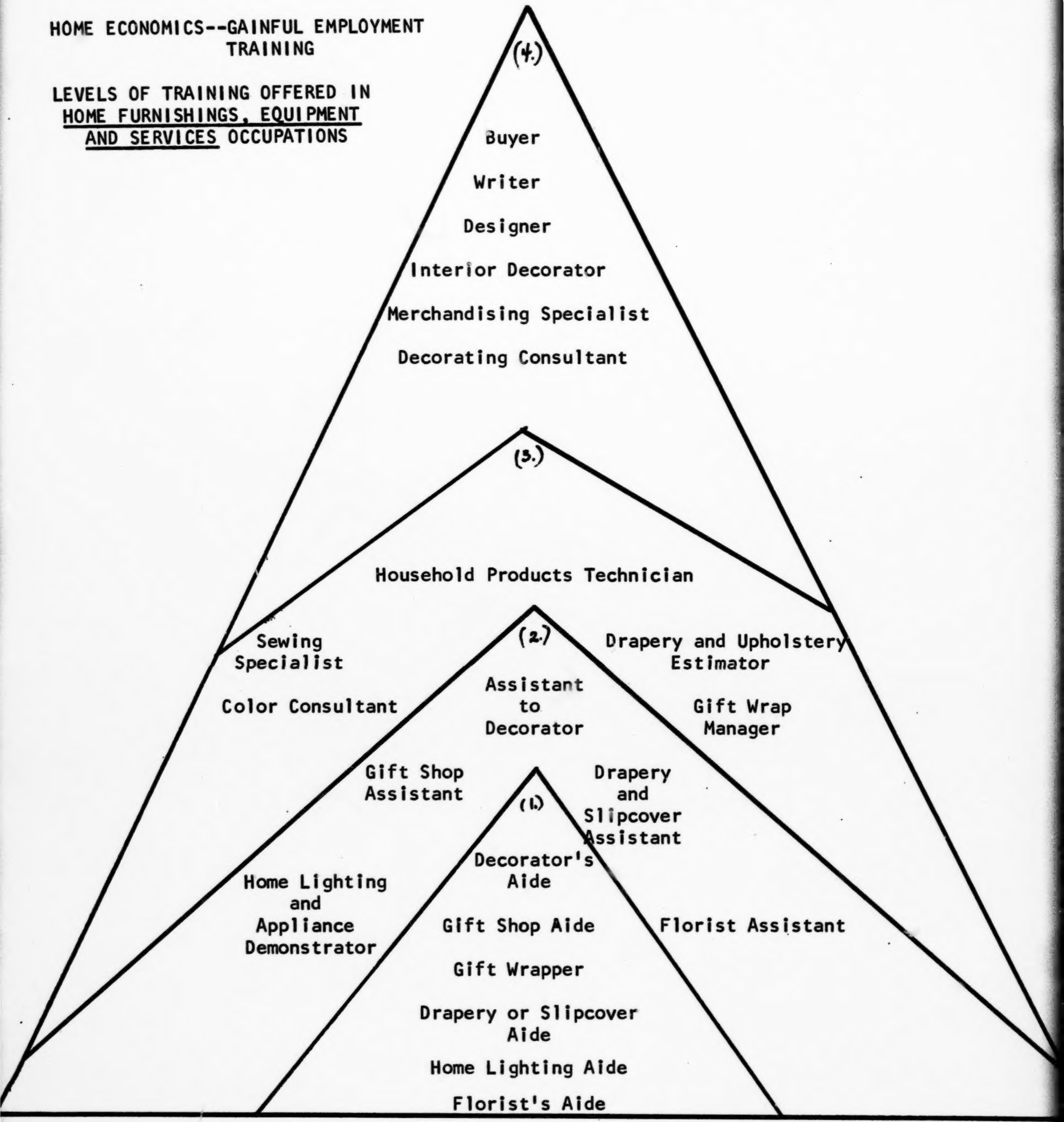
2 - Adult Education Skilled Level

3 - Post High School Technical Level

4 - College or University Level

HOME ECONOMICS--GAINFUL EMPLOYMENT TRAINING

LEVELS OF TRAINING OFFERED IN HOME FURNISHINGS, EQUIPMENT AND SERVICES OCCUPATIONS



1 - Secondary School Level Semi-Skilled or Skilled at Entry Level

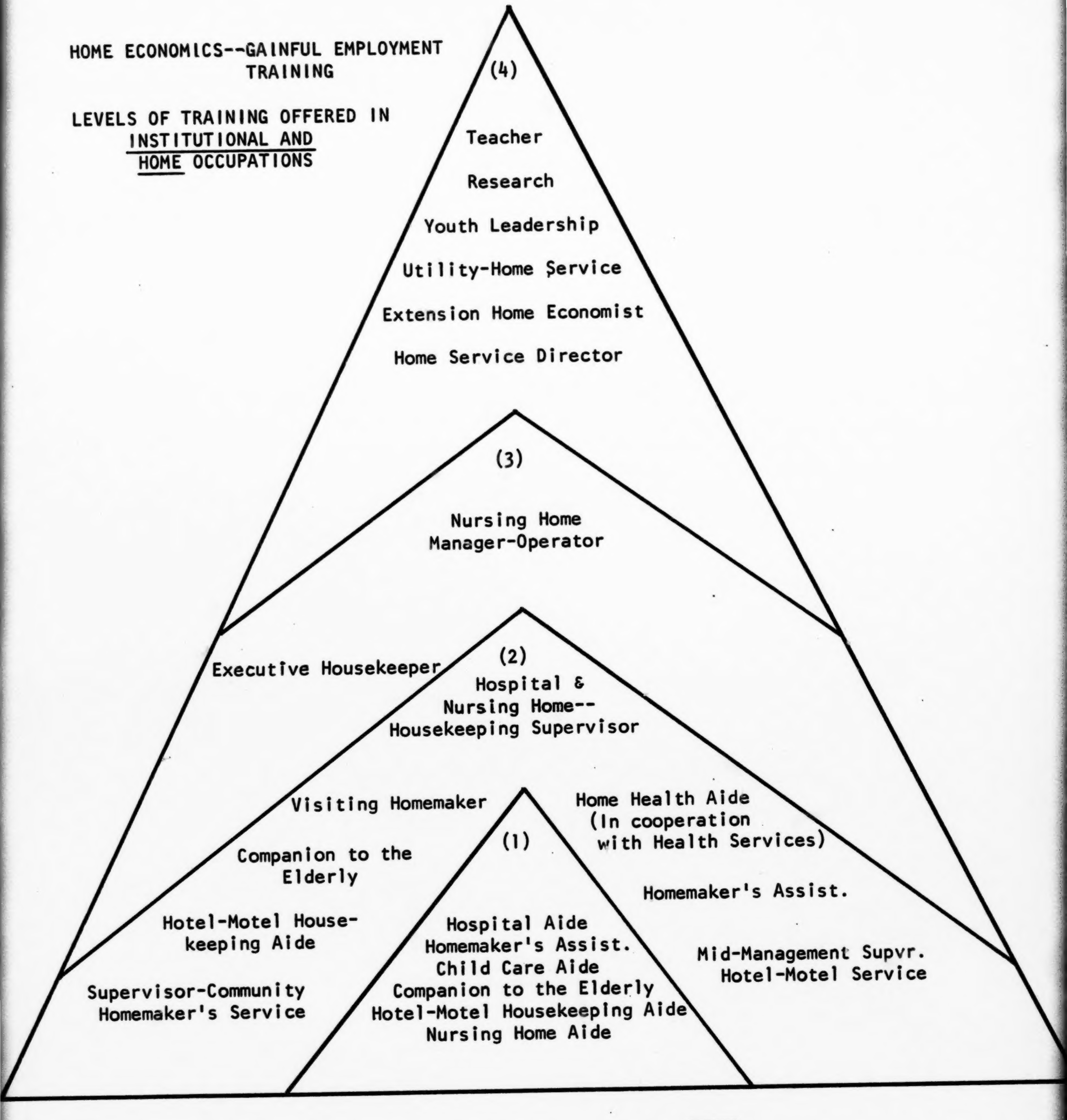
3 - Post High School Technical Level

2 - Adult Education Skilled Level

4 - College or University Leve

HOME ECONOMICS--GAINFUL EMPLOYMENT TRAINING

LEVELS OF TRAINING OFFERED IN INSTITUTIONAL AND HOME OCCUPATIONS



1 - Secondary School Level Semi-Skilled or Skilled at Entry Level

2 - Adult Education Skilled Level

3 - Post High School Technical Level

4 - College or University Leve

Trends in Education and Educational Media

In the development of all home economics programs it is recommended that the following suggestions for instructional practices as drawn from the published materials of the Eight-State Project on Designing Education for the Future be incorporated into the management of learning strategy of the home economics teacher:

- that increasing amounts of student participation and activity take place in recognition of the fact that an active learner learns better than one who is passive.

- that more individualization of instruction occur such as through the use of UNIPACS as described in the prevocational section and that there should be greater independence on the part of the learner in building his own program.

- that increased emphasis be placed upon the discovery method and similar techniques which help students learn to think by giving them practice in thinking; by helping them to become problem solvers by having them solve problems; become self-evaluators by structuring the evaluation process in a way that they become evaluators.

- that more effort be given to helping students develop a strong and constructive self-image.

- that all career-oriented instructional programs contribute to a learner's understanding of the world of work, knowledge of vocational opportunities and development of communication skills and good work habits.

- that cooperative education programs, community service programs and other means by which youth can be actively involved in work experience be an important part of all career-development programs for preprofessional as well as prevocational students.

- that appropriate educational media and learning resources be used which are designed to be responsive to the explorations of the student; which enable the student to be self-propelling; which extend the range of stimuli to several senses; which provide alternate means to common ends; and which free the teacher to interact with students in a way which help them to better develop their potentials. Teachers must be backed up with appropriate technological aids.

Chapter 4

EXEMPLARS--CAREER DEVELOPMENT YEARS

Small, Medium and Large Schools

The early years of career development overlap with the prevocational years. Consumer and Homemaking Education has been making and can continue to make important contributions to all students preparing for employment. A course in family living which includes understanding self and others, preparation for marriage and parenthood, home management, family finance, and housing helps students prepare for their dual roles of homemaking and wage earning. Every boy and girl in high school should be encouraged to enroll in this course described in the prevocational section. Other consumer and homemaking education courses can also be designed to help students prepare for their multiple roles.

Prior to enrolling in a gainful employment training program, it is recommended that students have an opportunity to try out their interests in home economics areas by taking one or more comprehensive or special interest consumer and homemaking education courses. In connection with each area of study--clothing and textiles, housing and home furnishings, child development and the family, foods and nutrition, and home management and equipment--job and career opportunities related to these areas should be explored. Students need to become acquainted with the various kinds and levels of training programs, from skill level to professional level, which might help them to reach their career objectives. They need to see that training programs are open-ended--that opportunities are available for further training to progress to a higher level of employment within the same occupational area, and they need to be encouraged to seek continuing education.

The charts in the previous chapter could be used with students to introduce the hierarchy of occupations in the various home economics areas.

Suggested Exemplary Programs for Schools of Different Sizes

EXEMPLAR 1. SMALL HIGH SCHOOL

The following program might serve as a model for small high schools desiring to provide some type of occupational training to boys and girls.

At the 9th grade prevocational level, home economics is recommended--a comprehensive type program with units in all areas.

Also, at the 9th grade, a one semester elective course Introduction to Vocations could enroll both boys and girls in an effort to provide a type of occupational education which would help lead to a satisfying career choice. At the 10th grade level, another semester course in Vocational Economics, again for boys and girls, is designed to make education relevant to students by making them acquainted with the economic foundations upon which a satisfying life depends. (In place of Vocational Economics, a course in Consumer Education or Consumer Economics might be offered.)

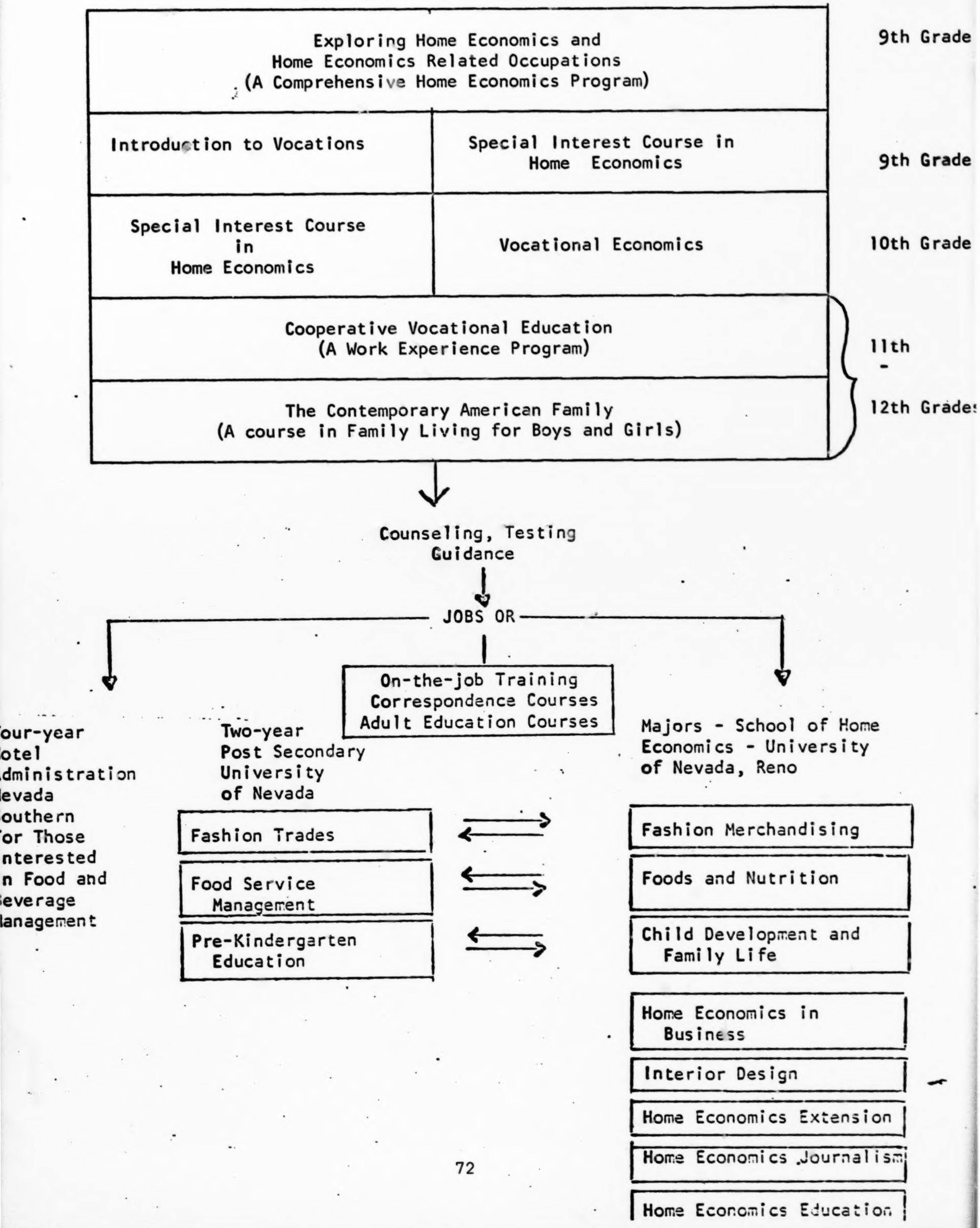
Since the occupational education staff is small in a small high school, these courses could be taught by a home economics teacher, an agricultural teacher, a business teacher, or by a combination of all three. Or, they might be taught by a counselor, a social studies teacher, or by a team of teachers in the school. A counselor might be the person best prepared to do this teaching.

Special interest semester courses in home economics could also be offered during the 9th and 10th grades, according to the areas of greatest interest of students as revealed by surveys. Or, two areas of home economics could be studied each semester in 9 week periods.

At the 11th and 12th grade levels, two courses are recommended for the small high school. Both boys and girls could enroll in a Cooperative Vocational Education work experience program. Again, team teaching for related instruction could take place with several vocational teachers assisting, or the best qualified teacher in the school could serve the entire program.

It is recommended that all boys and girls in their later high school years take a course in family living which might be called The Contemporary American Family.

EXAMPLE: SMALL HIGH SCHOOL


Exploring Home Economics and
Home Economics Related Occupations
(A Comprehensive Home Economics Program)
9th Grade
Introduction to Vocations
Special Interest Course in Home Economics
9th Grade
Special Interest Course in Home Economics
Vocational Economics
10th Grade
Cooperative Vocational Education
(A Work Experience Program)
The Contemporary American Family
(A course in Family Living for Boys and Girls)
11th - 12th Grade
Counseling, Testing
Guidance
JOBS OR
On-the-job Training
Correspondence Courses
Adult Education Courses
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otel
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anagement
Two-year
Post Secondary
University
of Nevada
Fashion Trades
Food Service Management
Pre-Kindergarten Education
Majors - School of Home Economics - University of Nevada, Reno
Fashion Merchandising
Foods and Nutrition
Child Development and Family Life
Home Economics in Business
Interior Design
Home Economics Extension
Home Economics Journalism
Home Economics Education

EXEMPLAR 2. MIDDLE SIZE HIGH SCHOOL

The following home economics curriculum is one presently in use in a Nevada school:

Creative Foods I and II is a prerequisite to the Food Education and Service Training Program. Both are co-educational classes. A student taking the two-year food program will have good preparation for the food service industry.

Fashion Sewing is a one-semester prerequisite course to the Fashions, Textiles and Clothing Services Program.

Family Living I and II is a comprehensive home economics course open to boys and girls. Units include: Looking toward the future (roles of men and women); understanding yourself and what you bring to marriage; families in other cultures; looking toward adulthood; successful marriage; preparation for parenthood; family finance; the family in the community; housing the family; and family clothing.

In 1966, a survey was made in this community to determine the opportunities available for employment in home economics related occupations. The survey showed a need for Food Service workers and Clothing Service workers.

Spring semester, 1967, was the beginning of the first Food Service class. Seventeen students enrolled and completed the class. Eleven of these students are presently employed in some phase of Food Service. In the spring of 1968, the second such class was held. Sixteen students enrolled and completed. Guest speakers included owners and managers of food service businesses; a graduate of the 1967 class--now a successful waitress; a Nevada health inspector; officials at the Nevada State Health Laboratory in Reno; the Galley Supervisor at NAAS, Fallon; a graduate of the National Culinary Institute; and a beautician. Field trips were made to the Galley at NAAS, Fallon, the Sparks Nugget, Welsh's Bakery and Spudnut Shop, Fallon.

Work experience for this class has included participation experiences in local eating establishments and in the school lunch program. Catering experiences at the high school have included the preparing and serving of the Industrial Arts Fair refreshments--313 people; Classroom Teachers Dinner--130 people; a Brazilian luncheon for the faculty and staff--54 people; a dinner featuring lamb cuts for the Home Economics-FHA Awards Dinner--112 people.

The Food Services class is co-educational and students have received training as cook's helper, bakery helper, short-order cook, dishwasher, waitress, busboy, busgirl, and cashier. All preparation of food has emphasized quantity cookery on a quality basis.

A student must be 16 years old before enrolling, and preferably a senior.

Clothing, Fashion and Textile Services is the second gainful employment class in the home economics department. It began the fall semester of 1967 with an enrollment of 17 students. Training includes working with many different types of fabrics, learning speed methods of commercial clothing construction techniques, alterations, salesmanship, window decor, removal of stains and care and repair of clothing, how to coordinate and accessorize garments, and beginning methods in custom tailoring.

Students are required to do at least one different alteration on a garment each week along with regular class work. Observation-participation experiences have been provided in local businesses.

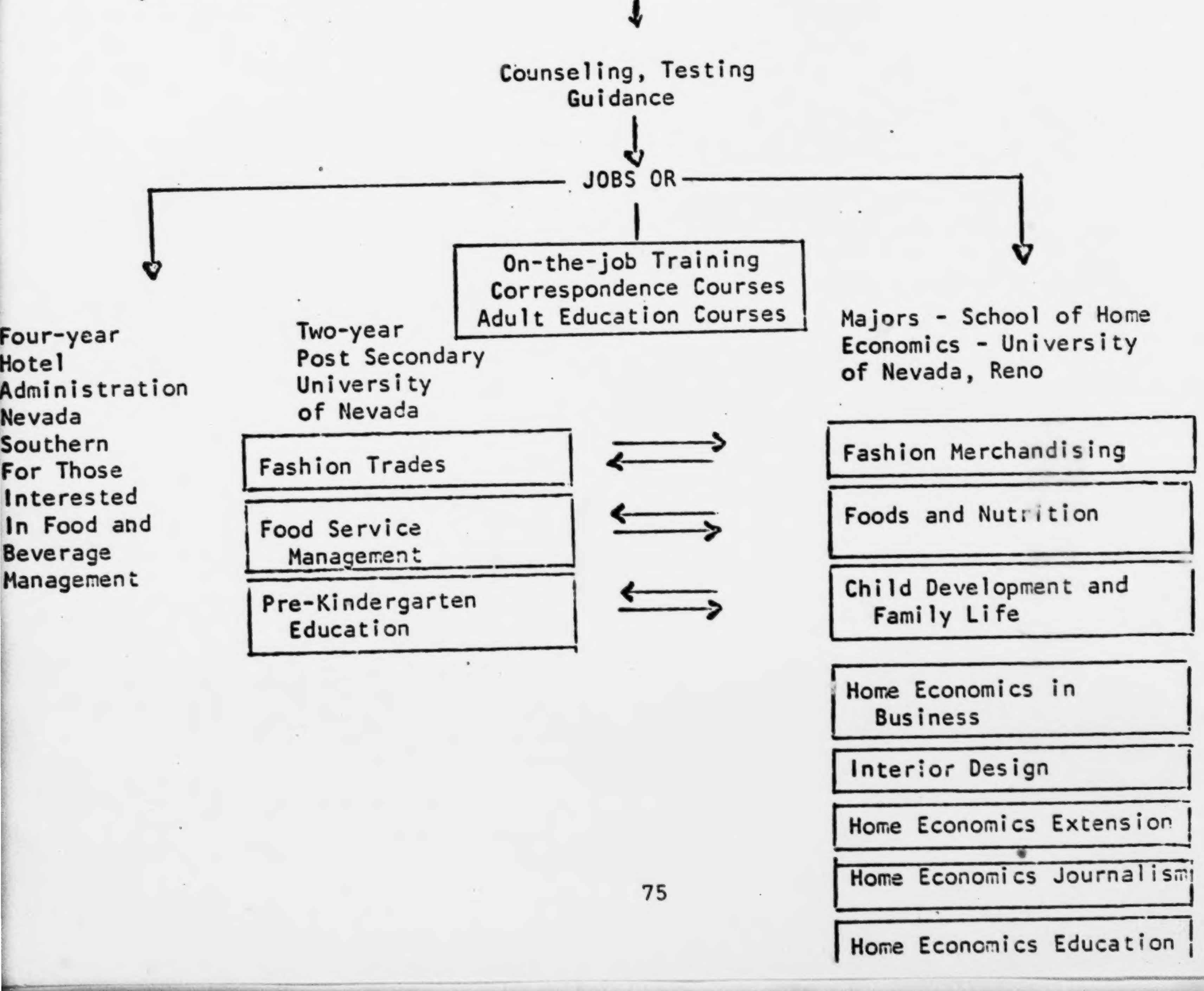
All home economics courses at this school would provide sound preprofessional education for students desiring to enter four-year programs in home economics or in the Nevada Southern University Hotel Administration program which includes Food and Beverage Management.

An active Future Homemakers of America program at this high school helps students develop leadership and engage in activities to promote good citizenship as well as to work for good home and community life.

The following example would serve other middle sized Nevada high schools:

EXAMPLE:COUNTY HIGH SCHOOL PROGRAM

Exploring Home Economics		
Home Living	Home Living	- 12-13 yrs.
Introduction to Vocations		
A Comprehensive Course in Home Economics Including All Areas		- 14 yrs.
Creative Foods I	Creative Foods II	- 15-17 yrs.
Interior Design	Fashion Sewing	
Contemporary American Family	Contemporary American Family	
Recommended as a Required Course for all students enrolling in Occupational Training Programs		
Food Education and Service Training I	Food Education and Service Training II	- 16-17 yrs.
Fashions, Textiles & Clothing Services I	Fashions, Textiles & Clothing Services II	


Counseling, Testing
Guidance
JOBS OR
On-the-job Training
Correspondence Courses
Adult Education Courses
Four-year Hotel Administration Nevada Southern For Those Interested In Food and Beverage Management
Two-year Post Secondary University of Nevada
Fashion Trades
Food Service Management
Pre-Kindergarten Education
Majors - School of Home Economics - University of Nevada, Reno
Fashion Merchandising
Foods and Nutrition
Child Development and Family Life
Home Economics in Business
Interior Design
Home Economics Extension
Home Economics Journalism
Home Economics Education

EXEMPLAR 3. LARGE CITY SCHOOL

The following example of a curriculum plan is from a large high school in Southern Nevada which presently employs a staff of three full-time and two part-time home economics teachers. It offers a wide variety of home economics courses designed to serve individual interests.

In addition to two comprehensive courses, General Home Economics and Senior Homemaking, a course in Family Relations and Child Development serves both boys and girls. An independent study program is also available for those interested in pursuing special projects.

Special interest courses include offerings in foods, clothing, housing and interior design, and bachelor's homemaking. Boys are eligible to enroll in all courses.

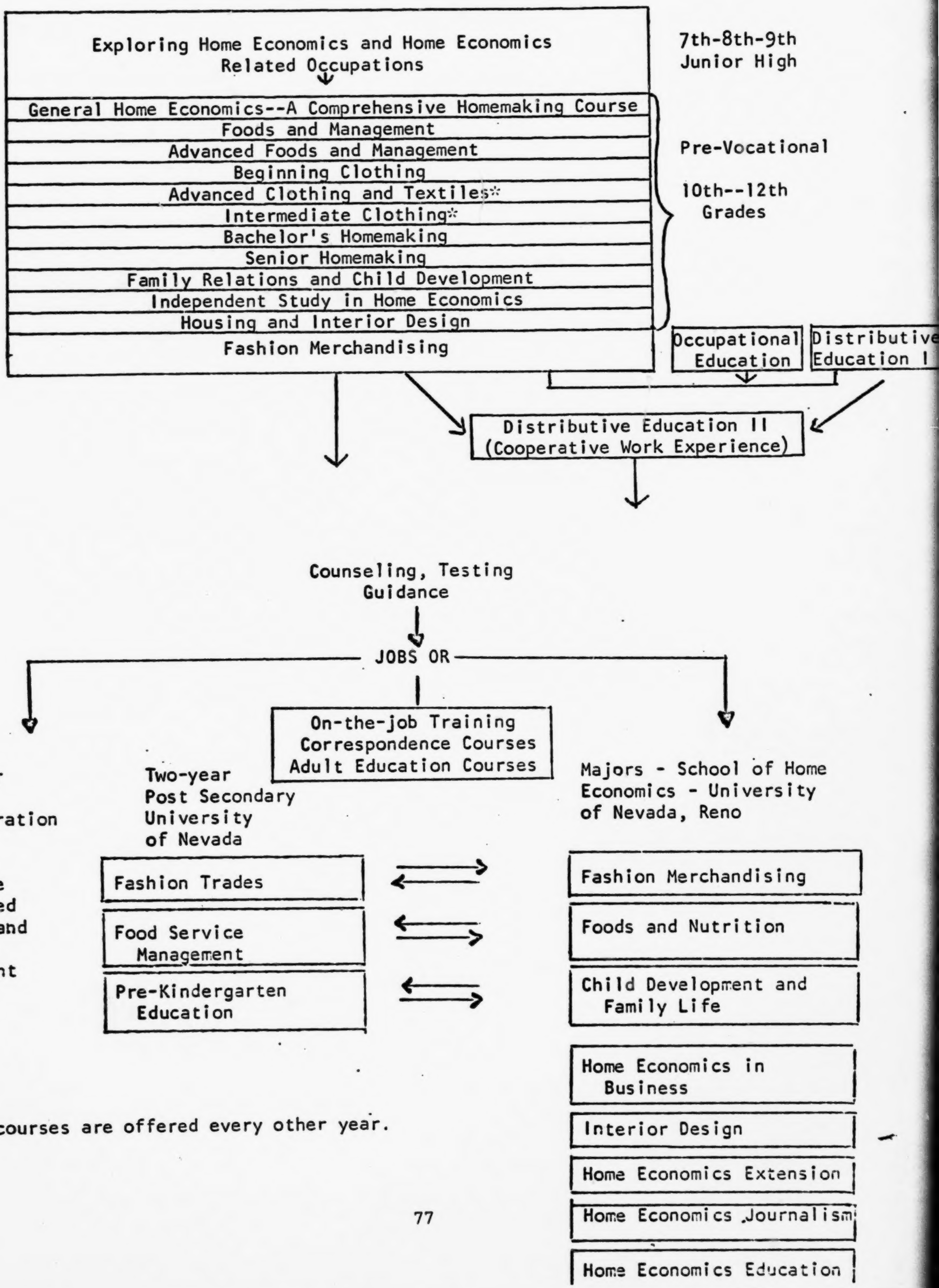
Senior Homemaking is taught from a management point of view and includes units in roles of women, management of resources, managing and decorating the home, managing food for the working woman, planning and keeping a wardrobe while working, managing children, and career choices for women. This course would serve all career-bound young women in the school, helping them to prepare for their dual roles as homemaker wage-earners.

These prevocational courses could feed into a variety of courses or programs to train for gainful employment. One such program is now in operation. Fashion Merchandising, taught by a home economics teacher, meets at the same time as Distributive Education I. Exchange units are planned so that Fashion Merchandising students may benefit from salesmanship training taught by the D. E. teacher and so that distributive education students can benefit from the experience of the home economics teacher in techniques of display. Both Fashion Merchandising and Distributive Education I feed into Distributive Education II, a cooperative work experience program.

A small change of program design could greatly extend the offerings in occupational education by this department. The Housing and Interior Design course could exchange units with Distributive Education I. It, too, could feed into a Distributive Education II cooperative work experience program.

Another change which might serve more students interested in occupational training would be to revise the advanced foods and management class into a food service training program. Students from this program could feed into the Clark County Vocational-Technical Center for additional food service training or some might become interested enough to study for managerial positions in food service in the Nevada Southern University Hotel Management program.

EXAMPLE: LARGE CITY HIGH SCHOOL



Exploring Home Economics and Home Economics Related Occupations

7th-8th-9th
Junior High

- General Home Economics--A Comprehensive Homemaking Course
- Foods and Management
- Advanced Foods and Management
- Beginning Clothing
- Advanced Clothing and Textiles*
- Intermediate Clothing*
- Bachelor's Homemaking
- Senior Homemaking
- Family Relations and Child Development
- Independent Study in Home Economics
- Housing and Interior Design
- Fashion Merchandising

Pre-Vocational
10th--12th
Grades

Occupational Education

Distributive Education I

Distributive Education II
(Cooperative Work Experience)

Counseling, Testing
Guidance

JOBS OR

On-the-job Training
Correspondence Courses
Adult Education Courses

Four-year
Hotel
Administration
Nevada
Southern
For Those
Interested
In Food and
Beverage
Management

Two-year
Post Secondary
University
of Nevada

- Fashion Trades
- Food Service Management
- Pre-Kindergarten Education

Majors - School of Home Economics - University of Nevada, Reno

- Fashion Merchandising
- Foods and Nutrition
- Child Development and Family Life
- Home Economics in Business
- Interior Design
- Home Economics Extension
- Home Economics Journalism
- Home Economics Education

*These courses are offered every other year.

Chapter 5

MODELS FOR TRAINING PROGRAMS IN AREA OF CHILD-CARE SERVICES SECONDARY, ADULT AND POSTSECONDARY PROGRAMS

Job opportunities in the field of Child-Care Services are increasing because of:

- The initiation of programs for disadvantaged children which involve the use of teacher aides. These aides have proved to be so useful in relieving teachers of nonprofessional duties that their widespread use throughout the elementary school seems imminent.
- The upward trend in the employment of working mothers which has resulted in an increased demand for public and private day care centers.
- The increased personnel needs of public and private schools and institutions providing care for normal and typical children.
- The general affluence of our society which enables many homemakers to pay for skilled assistance with the care of children in the home.

An untapped source of potential child care workers may be our elderly citizens. Opportunities for gainful employment on a part-time or limited basis (i.e. babysitting, assisting part-time in a child care center, etc.) would help elderly citizens extend retirement incomes or to become eligible for Social Security. It might also be well to consider the maturity and the past experiences that our older citizens possess as offsetting the possible advantages of physical and mental resilience and dexterity of younger child care workers. Therefore, it might prove valuable to do recruitment and to do training, through adjustments and adaptations of existing programs, to help bring this existing potential labor source into the labor force. These people are already being employed effectively for child care in institutions under the Elderly American's Act.

It should also be pointed out that an employer's expectations may very well exceed the maturity and/or competency that can be expected of the child care worker who has received minimal child care training. Therefore, both employer and employee should be counseled as to the value of continued training either through on-the-job training or by additional formalized educational child care courses or programs.

Secondary Programs

Complete course outlines providing objectives and learning experiences, laboratory facilities and other information relative to developing programs to train child care workers are available from the Nevada State Division of Vocational Education. Therefore, only brief models are given.

The desired behavioral outcomes of a secondary program are to train employees for child-care services who will:

- Be familiar with employment opportunities in this field.
- Recognize that caring for children is an important worthwhile job.
- Have a functional understanding of the basic concepts of child development.
- Cooperate with all who are concerned with the welfare of children.

- Be capable of interpreting and carrying out directions and instructions.
- Have the ability to plan, prepare, and serve simple nourishing meals and snacks for children.
- Assume responsibility for helping children to develop good personal habits relative to food, housekeeping, cleanliness and safety.
- Assist in keeping the children's surroundings clean, safe and attractive.
- Be capable of directing individual or group activities of children such as story telling, games, play and various creative experiences.
- Assume responsibility for safety of children.
- Handle emergencies calmly and intelligently.
- Understand the selection, use, and care of various games, play apparatus, toys and supplies.
- Be resourceful in improvising play materials and activities.
- Assist with the keeping of records.

Essential features of a child development course at the secondary level are:

1. Use of the cluster approach. Students will be prepared for a series of related occupations instead of for a single skill.
2. Use of concept approach in order that students will understand the why's as well as the how's.
3. Course planned to achieve behavioral objectives which can be measured.
4. Provision for work experience with children. This can be accomplished in school child care laboratory or in off-campus community facilities or in private businesses. If cooperative work experience is the method selected, the teacher must have time available for coordination with employers.
5. Provision for placement of graduates and follow-up of students on-the-job. Placement must be a part of every training program and follow-up must be used as a means of course evaluation and improvement. Time for coordination must be provided in the teacher's schedule.

Facilities and Equipment

The essential facilities and equipment are:

A classroom or discussion center with movable tables, chairs, chalkboard, reference books, and other teaching aids. If the discussion area cannot be darkened for the showing of films and filmstrips, an additional room should be available for this purpose. Audiovisual equipment should be available.

A child study laboratory large enough to accommodate a minimum of 12 children, should be provided if cooperative work experience is not provided. It should be equipped as follows:

Facilities for indoor and outdoor play where the trainees may, under the supervision of a professional teacher:

- Guide children during concept development and play activities
- Supervise children during mealtime, snacktime, rest periods and toileting
- Supervise creative activities such as painting, clay modeling, music, and puppetry
- Help children develop desirable habits of caring for play materials and equipment

Facilities for observation

Provision for trainees to assist in the keeping of records pertaining to the development of children

Kitchen facilities in which meals and snacks for the children can be prepared by the trainees

Work experience in community child care facilities could substitute for experience in a school child study laboratory.

Other Suggestions:

1. The teacher of this course should have had a background of child development courses and nursery school procedures. A part-time teacher might be hired--for example, a graduate of a two-year Associate Arts degree Prekindergarten program, who could be certified as a special vocational teacher.
2. Trainees should be mentally and physically healthy, interested in children capable of average intellectual achievement, and be pleasant and cooperative.
3. Scheduling should be flexible enough to permit blocking of time for nursery school participation and field trips.

SUGGESTED MODELS FOR SECONDARY COURSES IN CARE AND GUIDANCE OF CHILDREN

Model No. 1 - Child Care Aide

This training program would provide qualified individuals who could be gainfully employed as aides to private kindergarten teachers; as aides in child care centers in private, community or public housing; or to be self-employed by caring for children at home.

It has been developed for individuals 16-18 years of age. The time needed for training should be approximately 180 hours or 2 semesters and should include a meaningful work experience program. If a cooperative work experience program cannot be set up, then an adequately equipped child study laboratory large enough to accommodate 12 to 16 children should be provided.

The training program involves four major areas: Job orientation including need and types of child care services as well as career opportunities; an understanding and a working knowledge of the concepts of growth and development in children; employment procedures, agreements and regulation; and a work experience program.

The following should be developed or strengthened by this training program:

A. Personal qualities: Courtesy, friendliness and a sincere interest in children; good personal habits in dress, speech and manners; and mental stability, reliability, flexibility and initiative in a variety of situations.

B. Job Competencies: Demonstrates knowledge of the meaning, principles and factors influencing the development of children; understands how children grow and the basic ways they develop--physically, mentally, socially and emotionally; knows the types, characteristics and causes of emotionality and can cope with them; assists children in developing good habits and routines and realizes their value and relationship to self-reliance and independence; understands that behavior is a key to understanding children's feelings; knows the purposes and value, the stages, and the types of play; encourages and guides children's play to promote creative and educational development; understands ways of working with children; handles emergencies and is capable of administering first aid; knows employment procedures, agreements, and regulations in securing a position.

Model No. 2 - Child Care Assistant

This training program would provide qualified individuals who could be gainfully employed as assistants in child care centers, in private and community nursery schools, in public and private kindergartens, in recreation centers, in childrens' homes or clinics, in pediatrics wards, and in a children's clinic.

It has been developed for individuals 16-18 years of age. The time needed for training should be approximately 180 hours or 2 semesters. It should be noted that this training program requires Model No. 1 as a prerequisite. Therefore, the total training time will be approximately 360 hours or 4 semesters. This program should also include a meaningful work experience program. It is suggested that students actually set up and operate a child care facility in the school, serving lunch at noon.

The training program involves 5 major areas: Opportunities for employment as child care assistants; special child care problems including mental or physical handicaps, the sick or shut-in child, caring for older children and caring for children while the mother is ill; feeding children nutritionally and knowing how to plan and prepare simple meals and snacks; management techniques for helping operate a child care center or home day care facility; and a cooperative work experience in a child care facility or in private homes.

The following competencies should be developed or strengthened by this training:

A. Personal Qualities: Courtesy, friendliness and tact in dealing with parents or other adults; understands own role in relation to supervisor; is capable of interpreting and carrying out directions and instructions; exhibits mental stability, reliability, flexibility and initiative in a variety of situations.

B. Job Competencies: Understands the many varied job opportunities that exist with training as a child care assistant; demonstrates ability to handle special care problems such as care of children with mental or physical handicaps, and care of children who are ill; understands how to relate to the older child; knows how to plan and prepare nutritious simple meals and snacks; demonstrates ability in laboratory organization, in programming for educational development, in keeping records, in safety and sanitation procedures and in working with parents.

SUGGESTED MODELS FOR POSTSECONDARY PROGRAMS

Model No. 1 - Two-Year Associate Degree Program

This program provides qualified individuals who could be gainfully employed as Recreational Supervisors, Directors of Child Day Care Centers, Head Start Supervisors, or as assistants in schools for exceptional children, in day camps, or in hospitals.

This program has been developed to meet the needs of those individuals who are especially interested in the area of child care and guidance, as well as in furthering their education, but who do not wish, for various reasons, to obtain a baccalaureate degree. The time needed for this training program is four semesters or approximately 64 semester hours. This program could be offered by a vocational-technical school, community college, a technical institute or a university.

The curriculum involves four major areas: 18 hours of General Education Courses--English Composition, Speech, Natural Science, General Psychology, history, and Physical Education; 32 hours of Child Care and Guidance Courses--Child Growth and Development, Child Nutrition and Health Care, Community Relationships, Music for Young Children, Introductory Creative Activities, Creative Activities, Literature for Young Children, Observing and Recording Child Behavior, Social Problems, and Family Relationships; 9 hours of electives chosen from such areas as Natural Science, Social Sciences Education, History, Foreign Language, English Literature or from areas of self-fulfillment such as Art, Music or Humanities; 6 hours of Supervised Student Work Experience. It may be noted that titles of courses and credit requirements can be adjusted and adapted to meet the requirement of individual institutions.

The following competencies should be developed or strengthened by this training program:

A. Personal Qualities: Liking for and interest in working with young children; flexible personality; concern for welfare of others, regardless of race or background; enthusiasm; good health; verbal facility; warmth; sense of humor; sense of responsibility; imagination; good appearance; initiative; reliability; and patience.

B. Job Competencies: Understands child care employment opportunities, limitations and responsibilities; understands, accepts and respects his personal strengths and limitations; understands the growth and development of young children; demonstrates an understanding of his role in the care and guidance of young children; understands the importance of and knows a variety of learning materials; utilizes learning materials effectively to promote the growth and development of young children; demonstrates ability to establish cooperative working relationships with parents and other adults; understands roles of other staff members or community agencies.

Model No. 2 - 1 Year Certificate Program

The curriculum given in Model No. 1 is especially adaptable to a one year certificate program that could be offered to older adults in particular. This program would concentrate only on the Child Care and Guidance Courses. The requirements for such a program may be met by omitting from the list of those given, Music for Young Children, Introductory Creative Activities and Family Relationships.

This nondegree course would require actual work with children. It could consist of volunteer work in a community agency or hospital playroom during free periods, or a two-week period between semesters or during the summer at an agency or institution; or regular group care of children under the supervision of the program's director (the preferred method).

SUGGESTED MODEL FOR ADULT COURSE

Model No. 1 - Child Care Aide

This short skill course would provide qualified adults who could be gainfully employed as babysitters or child care aides or for entry level positions in Day Care Centers. It might also be given as supplementary to employment.

The course content and time required for training will be dependent upon the needs of employing agencies in the community and of the group being taught. However, it is recommended that the course require a minimum of 40 hours.

This course would involve six major areas: Babysitting and child care as a business; taking care of an infant; taking care of children 1-6; keeping children happily occupied; getting a job; and getting ready for the job.

The following should be developed or strengthened by this training course:

A. Personal Qualities: Courtesy, friendliness and a sincere interest in children; good personal habits in dress, speech and manners; flexible personality; sense of humor; mental stability, reliability and initiative in a variety of situations.

B. Job Competencies: Understands the opportunities, responsibilities and limitations of child care employment; demonstrates understanding of the developmental stages of children; knows and understands that each child is to be treated as an individual; demonstrates skill and understanding in the care of an infant; knows that development follows a pattern; demonstrates knowledge of safety and sanitation practices; knows how to prepare simple nutritious snacks; understands and can cope with children's eating problems; knows how to keep children happily occupied; understands children's play; demonstrates understanding of own role in relation to that of children; knows employment procedures, agreements, and regulations in securing a position; understands social security laws.

Chapter 6

MODELS FOR FOOD MANAGEMENT, PRODUCTION AND SERVICES SECONDARY, ADULT, AND POSTSECONDARY PROGRAMS

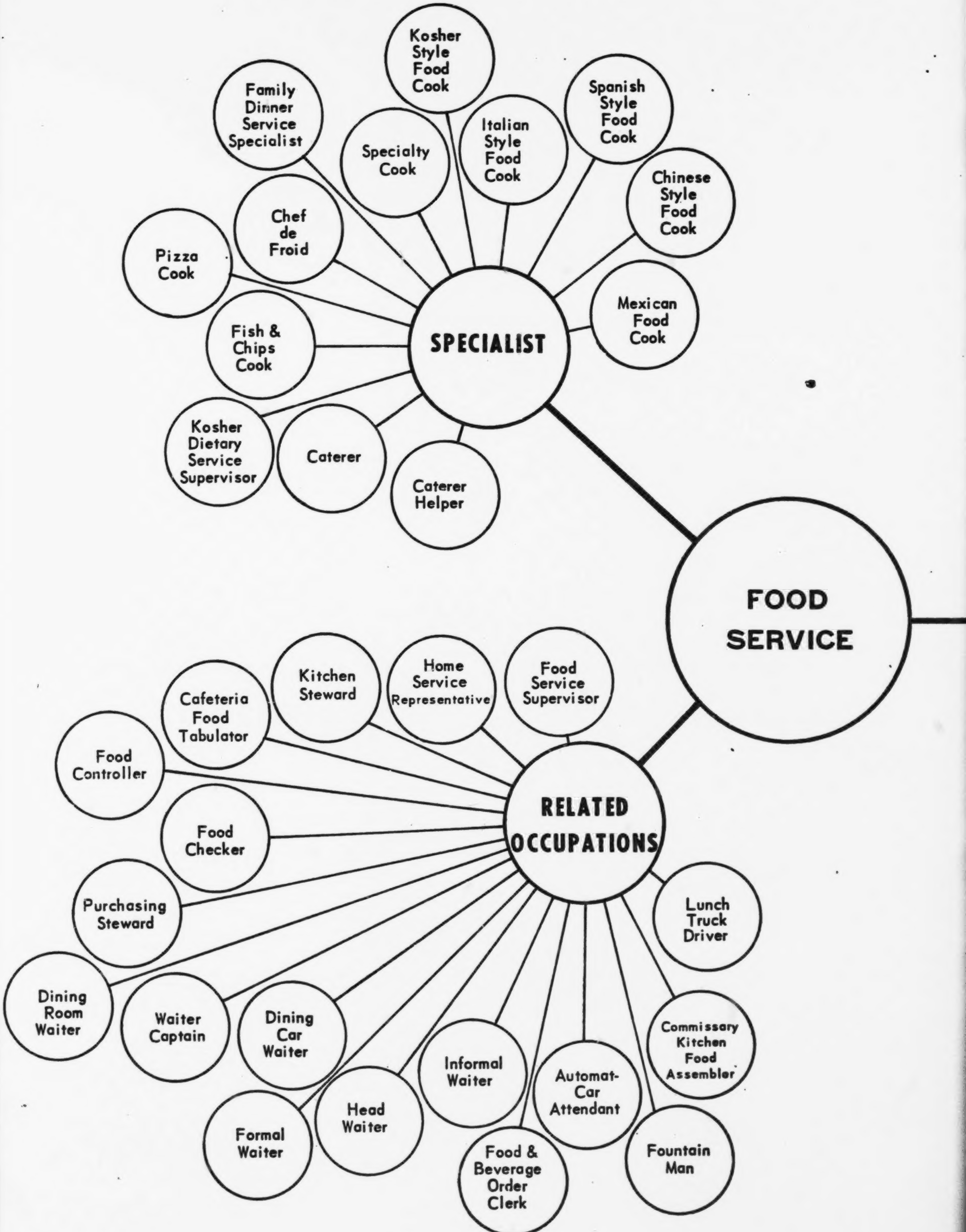
Need for programs:

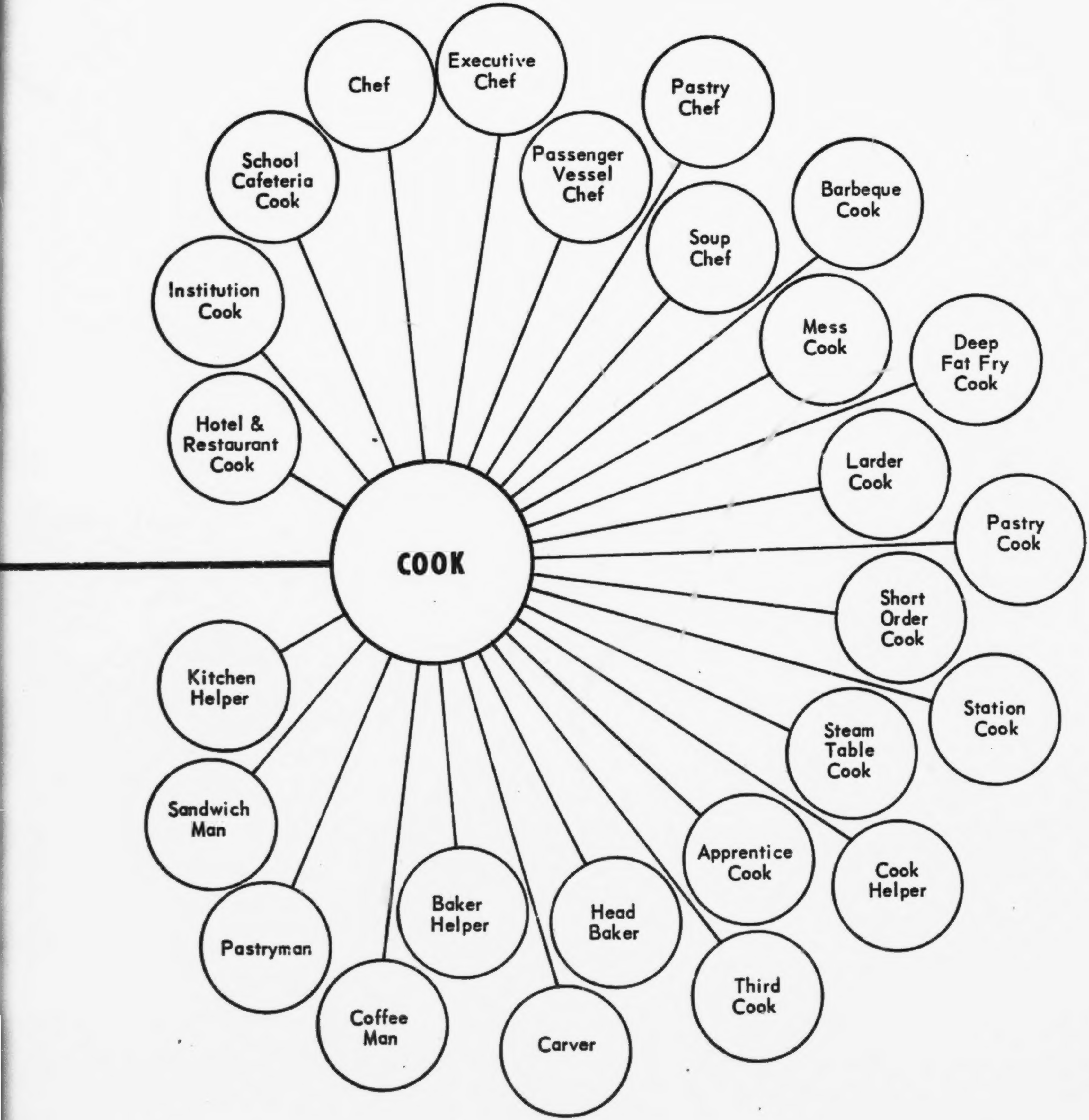
The Food Service Industry is one of the nation's fastest growing industries. It presents many opportunities for employment. In an address at the Food Service Industry-Manpower and Education Conference held in Chicago in February 1967, Mr. Henry A. Montague, Chairman of the Board, Greyhound Food Management, stated that this industry would require not less than 250,000 new workers every year for the next ten years. New workers needed yearly for the next 10 years are as follows:

10% or	25,000 Workers	Management and Supervisory Levels
16% or	40,000 Workers	Technical and Skilled Levels
74% or	185,000 Workers	Nontechnical and Unskilled Levels

When one considers the meals served by the military, the growth of school lunches and school cafeterias, of governmental and company cafeterias, of food facilities in hospitals and nursing homes and the growth of drive-ins, meals on wheels and other commercial eating places, one may begin to understand why the Food Service Industry ranks as third largest industry in the United States. Therefore, it certainly merits consideration for planning occupational training programs for any level.

The following drawing[8] shows the scope of this industry and the variety of occupations that the Food Service Industry offers an individual:


FOOD SERVICE
SPECIALIST
Kosher Style Food Cook
Family Dinner Service Specialist
Specialty Cook
Italian Style Food Cook
Spanish Style Food Cook
Chinese Style Food Cook
Chef de Froid
Pizza Cook
Mexican Food Cook
Fish & Chips Cook
Kosher Dietary Service Supervisor
Caterer
Caterer Helper
RELATED OCCUPATIONS
Kitchen Steward
Home Service Representative
Food Service Supervisor
Cafeteria Food Tabulator
Food Controller
Food Checker
Purchasing Steward
Lunch Truck Driver
Dining Room Waiter
Waiter Captain
Dining Car Waiter
Commissary Kitchen Food Assembler
Informal Waiter
Automat-Car Attendant
Head Waiter
Formal Waiter
Food & Beverage Order Clerk
Fountain Man



JOB SPECTRUM

SUGGESTED MODELS FOR PROGRAMS AT THE SECONDARY LEVEL:

The following models are suggested for courses designed to prepare persons for employment in the Food Service Industry. These models may be adjusted and adapted to the needs of the particular group to be taught. Since the duties expected of various Food Service workers will differ from job to job, community to community, and the trainees will vary in education, experience, and ability, it will be necessary to adjust the course outline, the content and the time required for training. Brief topical outlines only are given, as a variety of course outlines and other helps for curriculum development are available on request from the Nevada State Department of Education, Vocational-Technical Education Branch.

Essential features of all food service programs at the secondary level are:

1. *Use of the cluster approach* so that students will be prepared for a series of related occupations instead of for a single skill.

2. *Development of a curriculum designed with performance goals in mind.* Every class activity should be related to a performance goal.

3. *Development of appreciation for the food service industry.* This can be done by showing films and filmstrips on the industry, by having speakers from the industry, by taking field trips to visit large food service establishments and related industries, by using food service magazines as references, and by appropriate work experience.

4. *Development of good attitudes toward work and good work habits.* Appropriate uniforms are a must for all trainees as they will help to give dignity to the job. All experiences in the classroom must be meaningful and tied to an important performance goal. Students must see that they are developing skills required of the industry.

5. *Integration with other disciplines.* Although the *FEAST* model is the best example of this, any teacher of a food service program could meet with the English and business mathematics teachers of her school and develop ways for these two areas to relate to the food service program. For example, students in the food service class could give talks and write themes on the food service industry and on field trips they have made. They could write letters to commercial food companies requesting information on products. They might write job application letters. These are only a few suggestions. A mathematics teacher could work with the home economics teacher to develop individualized learning packets on typical cost analysis problems in the food service industry, on problems of revising recipes for larger or smaller quantities; on figuring problems related to Social Security and employment security payments, income tax, and similar problems relating to paychecks.

6. *Practical and meaningful work experience in the classroom or laboratories, in the school cafeteria, or on the job must be provided.* Every effort should be made to use existing school facilities. Large quantity equipment in school cafeterias could be used after the cafeterias are closed for the day, if cooperative work experience in the cafeteria cannot be arranged. The *FEAST* program depends on cafeteria experience for training prior to work experience in the community.

   A cooperative work experience is usually preferred. Time must be available for the teacher to locate cooperative employers and to coordinate the work experience program. Usually, the summer tourist industry in Nevada requires additional employees, and a summer cooperative experience with a coordinator available should be investigated. Students could obtain an additional 1/2-1 credits in a summer cooperative program.

If experience cannot be provided in the cafeteria, or in the community, a food service class could get simulated work experience by operating a tea room, a snack bar, or a coffee shop in the school as a class project. Also, a variety of catering service projects could be developed. The class could cater club parties in the school, teacher parties, and other affairs. They could make items for sale such as pies, cakes, fruit cakes, doughnuts, and hors d'oeuvres.

7. Placement services must be provided. The guidance department of the school should notify the Employment Security Department well in advance of the course completion and ask them to assist in placement. Also, the school could send out form letters to employers of food service workers, listing students available for placement, telling something about each and urging employers to contact the guidance office of the school for needed employees.

8. Follow-up of students on-the-job must be made to find out how graduates are doing, and what weaknesses of the training program are evident so that adjustments can be made.

SUGGESTED MODELS FOR SECONDARY PROGRAMS

Model No. 1 - Food Service Training

This training program is designed to qualify an individual for entry level positions in the following or similar occupations: Informal waiter; waitress; bus boy (girl); cashier; kitchen helper; cook helper; fountain man (girl); counterman (girl); or caterer's helper.

Persons who enter training should be eligible for a work permit; therefore, age 16 is recommended as required for entry.

The length of this training program is 90-180 hours. Work experience must be provided in the classroom or laboratories or in the community.

Because of the summer tourist industry in Nevada, a community need might be met by offering this course for approximately 90 hours in the second semester for one-half credit and by having a cooperative work experience program in the summer during which time students could earn another one-half credit.

In order for training to be effective, opportunities to practice serving food must be tied into the program. Experience in the school cafeteria, simulated work experience in a tea room, coffee shop or snack bar set up by the food service class, experience in serving school or community banquets--these are a few ways that students could receive practice in serving food.

The training program would include these major areas: Orientation to food service as a career; qualifications for successful food service workers; customer relationships; terminology used in food service; types of food service; work fundamentals in food service; good work habits; safety and sanitation practices; legal aspects of employment; obtaining a position; and work experience.

The following competencies should be developed or strengthened by the program:

A. Personal Qualities: Likes people, is willing to serve them and takes pride in pleasing them; gets along with others; follows directions; demonstrates interest and pride in the work; exhibits alertness, pleasantness, affability, open-mindedness and mental stability in a variety of situations; demonstrates suitable personal habits in dress, manner and speech.

B. Job Competencies: Knows types of food service operations including service and self-service units; knows about career opportunities and the future of the industry; demonstrates ability to work and get along with customers, fellow employees and employer; understands terms used in food service; knows types of table service and table settings; demonstrates knowledge about general rules on booth and wall table service and general table service; knows preservice, service and closing duties; understands how to take, give and assemble orders; knows how to present check and handle money; understands required responsibilities of supervisory personnel; demonstrates good, safe and sanitary work habits; recognizes legal rights and responsibilities of employment.

For a more extensive training program including food production, a school should consider adding model number 2 to the training program, extending the number of hours and the credit to be received. Alternative plans follow:

	First Semester	Second Semester	Summer
Plan 1		Model 1 1/2 credit	Model 1 Summer Cooperative work experience 1/2 credit
Plan 2		Model 1 1 credit (Includes work experience)	
Plan 3	Model 1 1/2 credit	Model 1 1/2 credit	
Plan 4	Model 1 1 credit	Model 2 1 credit	

Model No. 2 - Food Production and Service

This educational program is designed to provide training to qualify individuals for a cluster of occupations such as: Assistant to a head cook, cook, baker or food caterer; short order cook; family dinner service specialist; counter supervisor; floor girl or checker.

The total training time is recommended as 360 hours. Model 1, Food Service Training could serve as the first year of a two-year program with Model 2, Food Production and Service as the second year of the program. Or, Model 1 could be taught first semester and Model 2 could be taught second semester. Still another variation would be to add a 1 credit cooperative work experience program in the summer following Model 1 or Model 2.

The following are essential for an effective training program: A well equipped home economics food laboratory; access to the school cafeteria or other large quantity food service operation; opportunities for field trips to see a variety of food or food-related operations; and meaningful simulated or cooperative work experience.

This training program would include 7 major areas: Work fundamentals in a self-service unit; food service equipment; basic skills and principles of quantity standards for foods; costs and profits, evaluation of working conditions; and work experience.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Likes people, is willing to serve them and takes pride in pleasing them; ability to get along with others; capable of comprehending and following directions; displays initiative, flexibility, dependability, honesty, alertness, punctuality; good personal habits in dress, speech and manners.

B. Job Competencies: Demonstrates ability to supply, clear, and clean counter; knows how to serve food from the steam, bread, salad, dessert or beverage counter; understands care, use and safety regulations of food service equipment; demonstrates basic preparation skills needed for salads, vegetables, sandwiches, flour mixtures, meats, desserts, beverages, and convenience foods; demonstrates knowledge of methods of cooking; demonstrates knowledge of food products and their accompaniments; recognizes quality standards for food products; understands importance of nutritional requirements; uses menu planning principles and knowledge of local food habits when planning menus; knows portion control and cost estimates; understands record keeping; knows how to make food inventories; demonstrates understanding on evaluating prospective working conditions.

Model No. 3 - Tea Room

This educational program would train an individual for a cluster of occupations including cook's helper, counter girl, a pantry girl, a cafeteria helper, or an informal waitress.

It is recommended for individuals 15-18 years of age or for persons with special needs. The time needed for training is one year. Two periods daily are preferred. In order for this program to be effective, a well equipped Home Economics Department and available space for a tea room are essential.

The source of this course was: "Behavior and Attitudes Change in a Tea Room," Robert Cudney, Prevocational Coordinator, High School District Mt. Prospect, Illinois; Illinois Vocational Progress, Volume XXV, Number 4, May 1968.

Resume

A home economics program designed especially for the unmotivated student has met with great success at the Forest View High School, Mt. Prospect, Illinois. The staff members wanted a program for girls that would bridge the two-year gap before they became eligible for established cooperative work programs. Their objective was to provide an environment in which students would have an opportunity to improve their attitudes as well as their interest in school. It was to be a program that would not deal in abstracts but one that would provide tangible and visible results. It was believed that there were a number of girls who could profit from a work-oriented situation rather than the traditional home economics program.

An available classroom was turned into a tastefully decorated Early American dining room. Round tables with plush captain's chairs were situated on a lovely carpet. Decorator-inspired hutches and pictures accented the comfortable atmosphere. The tea room accommodated twenty-four luncheon guests. Reservations had to be made and luncheon tickets had to be purchased. Faculty members, administrative officer personnel, and various groups from the community have lunch at the Tea Room on Tuesdays and Thursdays. These days are serving days and Mondays and Wednesdays are preparation days. Friday is clean-up and evaluation day. Field trips are also taken on this day.

A solution was found to the problem "What to offer these girls the following year?" Tea Room graduates were placed in the school cafeteria where their service and skills were most welcomed and appreciated.

Mr. Cudney described some of the visible effects of this program as follows:

> The students' self-confidence in their ability to start and carry out a specific task is greatly enhanced by both group and individual success. Some became best at one task, while others gained proficiency in another. Even if a girl is just the best at making coffee, she can have a feeling of pride and accomplishment. She had seldom been best at anything all through school, so a seemingly insignificant skill is very important to her self-concept.
>
> The girls take more pride in their personal appearance and take great pains to look neat and clean. There has been a great change in manners, dress, and personality. At the beginning, the girls were very self-centered and selfish, but gradually they became more sensitive to the needs of others. Student ability to listen without being distracted or interrupted has improved greatly. The bickering and exchange of sarcastic remarks between the students has lessened considerably.....
>
> They quickly recognize the need to plan their time and to use it wisely. The girls have become more objective in assessing themselves. Their early reaction was to blame everyone and everything but themselves, but they soon were able to analyze the causes and accept the blame, instead of making excuses.
>
> The changes substantiate the theory that students who may find limited value in existing educational curricula often find worthwhile and beneficial rewards through the integration of activities which they enjoy and from which they experience success. The experience has enhanced their confidence in their ability to function in the regular school environment.

Similar programs to the above Illinois program are being conducted in the Salt Lake City schools using tea room situations in home economics facilities combined with work experience in the community. Refer to Models one and two for suggested course content, job competencies, personal qualities to be developed.

Model No. 4 - FEAST (Food Education and Services Training)

This unique training program, featuring an interdisciplinary approach, provides qualified individuals for entry-level and midmanagement positions.

It was founded in 1964 through a Ford Foundation grant, administered by the Hotel and Restaurant Foundation of the City College of San Francisco for the purpose of affording interested and qualified students an opportunity for exploring and preparing a career in the commercial foods industries. Since 1966, the program has been sponsored by the Center for Technological Education of San Francisco State College.

It was developed for training San Francisco Bay Area students, 16-18 years of age, in the areas of food preparation and food service. The length of this training program is two years and requires two periods daily. In order for this to be an effective and meaningful program, a well equipped Home Economics Department with laboratory space for a minimum of 15 students must be available. There must also be access to a school cafeteria or to a similar large quantity food service operation.

For suggested course content, personal qualities and job competencies, please refer to Models No. 1 and 2. Refer to Model No. 1 in Other Occupational Programs for suggestions on cooperative work experience in a community.

It is essential that a FEAST team in a school receive training on the FEAST approach prior to the development of a program in their school. A team from the Earl Wooster High School in Reno received such training and a FEAST program is in operation there. The personnel needed to instigate such a program are as follows:

Program Director: The Home Economics teacher who is responsible for:

- Establishment of criteria for selection of students
- Recruitment of students through conferences and parents' meetings
- Coordination of teaching team
- Establishing liaison with advisory groups from industry, local labor, and management organizations
- Establishing liaison with other industry foundations, institutes, and councils

Other Required Personnel:

- Home Economics Teacher
- Academic Instructors
- School Counselor
- Cafeteria Manager
- Advisory Committee from:
  - Food industries
  - Local labor
  - Postsecondary levels
  - Management organizations

Resume

Project FEAST was planned so that instruction in areas other than food service and preparation reinforced the occupational training. The FEAST faculty functions as an interdisciplinary team, planning their instruction together. Materials in English and business at the eleventh grade are closely related to the content covered in the foods laboratory. As the student recognizes the application of these subjects to success in his chosen career, he applies himself to learning the basic skills of the regular curriculum.

The program does not neglect strong basic education, but supplements it with practical experiences and training. Homemaking department classrooms are used to teach the basic principles of food preparation and service along with the application of science, math, business, and English. These latter subjects are taught by members of a team; instruction reinforces laboratory experiences and vice-versa. The material covered therein is so oriented that the motivation, skills understandings, and attitudes learned in the laboratory and cafeteria may be used to good advantage.

Quantity foods preparation and service training as well as purchasing, store control, and care of supplies and equipment would take place in the school cafeteria or other similarly equipped facility.

All teachers have used the ideas developed in the Pre-Engineering Technology Program. This program was especially designed to place emphasis on practical rather than theoretical concepts, on team teaching, and on cutting across traditional departmental lines. Teachers have emphasized the relationship between subject matter and what is important to the student in terms of his getting and holding a job.

Schools offering the FEAST program have been given considerable latitude in the scheduling of the various subjects. As a result, there is some curriculum variation among these schools. There is little variance among the eleventh grade curriculum. Most of the variations occur where adjustments are made to accommodate the more specific needs of the students, the facilities and the community. Thus, the science requirement is met in the home economics class; this includes materials dealing with chemistry of foods, food sanitation, some physics including heat and light, properties of metals, refrigeration, use of electronics, radiation, and steam and quick freezing equipment.

The first semester laboratory work is offered in the home economics facilities and covers the basic principles of foods preparation and science. The following two semesters of the laboratory take place in the cafeteria kitchen, faculty dining room, or other approved facilities. Scheduling is developed around the lunch hour requirements. The fourth semester is usually spent in a cooperative work experience in local industry. Classes in social studies and physical education are taken with the general student body.

The following allocation of time seems quite representative of the program:

11th Grade

Foods Laboratory and Cafeteria Work	2 hours
Food English	1 hour
Foods Business Math	1 hour
Social Studies	1 hour
Physical Education	1 hour

12th Grade

Food Laboratory (Cafeteria) (1st semester)	2 hours
Outside Work Experience (2nd semester)	2-4 hours
Foods English	1 hour

Elective	1 hour
Social Studies	1 hour
Physical Education	1 hour

One may note that the high school curriculum has been so designed that occupational training is conducted on a continuing basis and students leaving school at any juncture after the first semester will have employable skills.

It is expected that teachers and employers will encourage the student who goes immediately from high school to work to further develop his potentials by taking advantage of on-the-job training and apprentice program, local adult education programs, and/or other available opportunities depending on his field of interest and abilities.

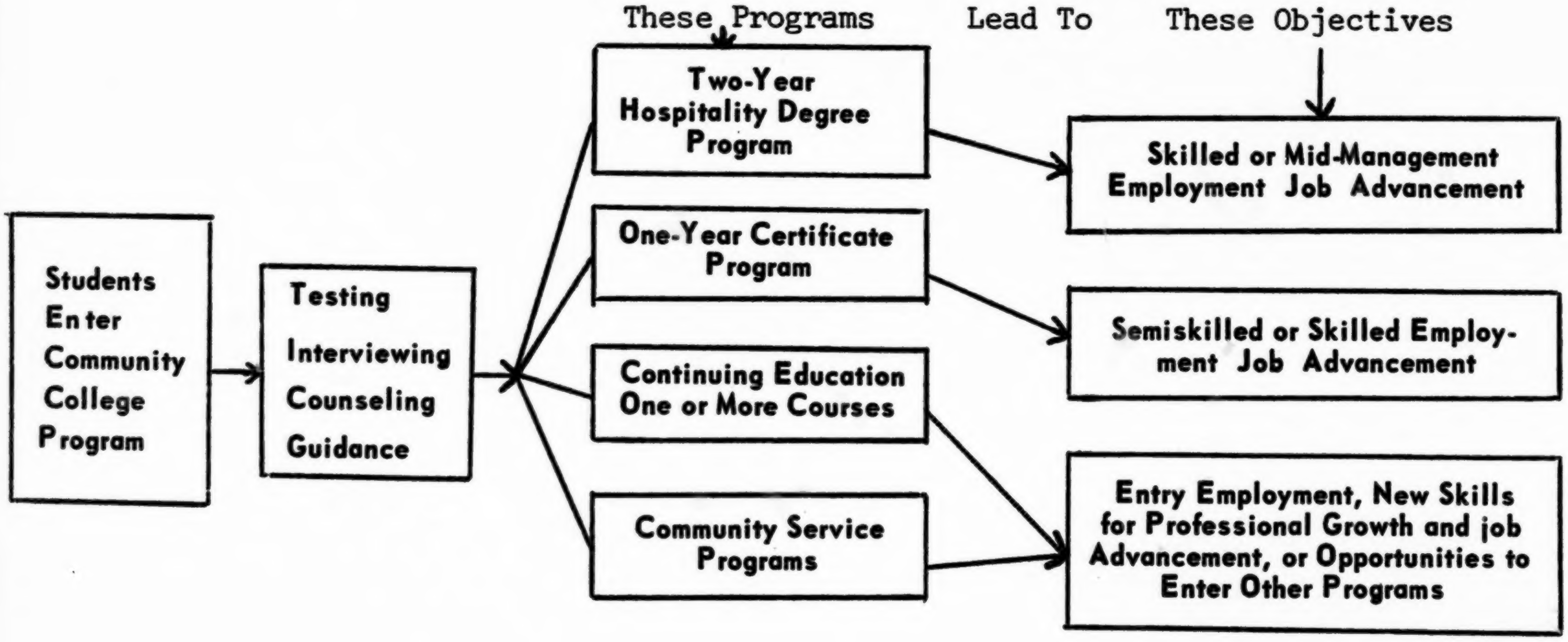
The student who demonstrates the abilities and motivation necessary for further schooling is advised to continue his education in one of the technical institutions or junior colleges that specialize in programs for the foods service industries. A student with exceptional academic ability and interest will be encouraged to aim for a four-year college program in Hotel and Restaurant Administration.

SUGGESTED MODELS FOR POSTSECONDARY PROGRAMS

The following suggestions for Postsecondary programs are from Guidelines for Hospitality Education in Junior Colleges:[9]

> Hospitality education at the community college is a program of occupational instruction designed to develop and increase competencies in the semiskilled, skilled, and midmanagement level in the hotel-motel, restaurant, and institutional field. The program of instruction should be a flexible one that meets the needs of the students as well as the needs of the hospitality industry in the community.
>
> A community college considering courses or a program of instruction in hospitality education will be concerned with various types of courses and programs. The following chart illustrates possible types of programs and their objectives.
>
> A community college with a comprehensive philosophy will be flexible in its program or course offerings in order to provide maximum benefits to the community and students it serves. The needs of the students, and the industry will determine the objectives and types of program offered. In any educational institution the primary objective is to develop and enrich the student. In an occupational program the secondary objective is to serve the industry for which the program is designed.
>
> These objectives include:
>
> 1. Development of competencies in students which will enable them to gain entry jobs in the hospitality industry.
> 2. Provision of skills including on-the-job experience which will enable students to enter supervisory type jobs.
> 3. Provision for instruction that will enable students or employees to advance to higher positions through improved skills, attitudes, and information.
> 4. Offering of community service programs of enrichment and inspiration to all areas of employed personnel in the hospitality industry.

Community service programs should be specifically patterned to meet the day-to-day needs of the industry and the community. Conceivably they could be structured as a one-day seminar, a thirty-hour short course, a workshop or any other type of educational venture that would upgrade present personnel in the hospitality industry.


These Programs
Lead To
These Objectives
Students Enter Community College Program
Testing
Interviewing
Counseling
Guidance
Two-Year Hospitality Degree Program
One-Year Certificate Program
Continuing Education One or More Courses
Community Service Programs
Skilled or Mid-Management Employment Job Advancement
Semiskilled or Skilled Employment Job Advancement
Entry Employment, New Skills for Professional Growth and job Advancement, or Opportunities to Enter Other Programs

Model No. 1 - Food Service Management

This training program would provide qualified individuals for management positions. It has been developed to meet the needs of those individuals who are especially interested in the management aspect of the food service industry, and in furthering their education, but who do not wish a baccalaureate degree. The length of this training program is four semesters or approximately 64 semester hours. This program could be offered by a Community College, a Technical Institute, a Vocational-Technical School, or a University.

The source of this program was "Guidelines for Hospitality Education in Junior Colleges", Richard L. Almarode, American Association of Junior Colleges, Washington, D. C., 1967.

Resume:

The following model is a suggested two-year Associate Degree program using the internship or cooperative method. In this type of program the school provides technical classroom instruction, related general education, and coordination between on-the-job and classroom training. Students, generally, follow a cooperative plan of education working part-time during their four semesters to gain practical experience. The work experience program may not start until after the student has completed one or two semesters of work. It is generally accepted that students should be granted credit toward an Associate Degree for their work experience. Any credit given for the work experience must be coordinated by the program director and evaluated by the employer, the program director, and the student.

The cooperative method of hospitality training in the community college usually starts in the second or third term. This gives the program coordinator an opportunity to know each student better and to match placement opportunities in the industry with student interest and qualifications. Usually the internship or practicum allows three quarter or semester hours credit per term depending upon hours spent on the job. A one or two-hour seminar each week may also be required of each student enrolled in the practicum or internship program. The employer usually pays the student the prevailing rate for part-time employees in the community.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Capable of giving explicit coherent directions; displays characteristics of a good citizen--shows a genuine interest and concern in the welfare of others; aspires to higher positions through improved skills, attitudes and/or information; seeks means of self-fulfillment through cultural enrichment; ability to get along with all kinds and types of people.

B. Job Competencies: Demonstrates effective oral communication--speaking and listening; demonstrates skill in businss mathematics; knows employment opportunities; challenges and limitations of food service industry; uses basic accounting principles; interprets financial records; demonstrates knowledge of the functions of management; understands food and labor cost control; understands methods of sales promotion; knows maintenance and operation of appropriate equipment; understands safety and sanitation procedures; demonstrates ability to motivate co-workers; knows advanced food preparation skills; knows food and service for catering special occasions; understands beverages--their source, use and control.

Total number of hours per quarter or semester of work experience required on the job may vary widely. This will be governed somewhat by industry needs and the ability of the student to maintain his other scholastic work in addition to the internship. An average of fifteen hours per week of on-the-job experience is normally considered adequate for a three credit course during the semester.

Following is an example of an existing food service management program using the internship or cooperative method. Note the internship starts the first term of the second year and the student is given three semester hours for on-the-job training each semester for a total of six credits.

FOOD SERVICE MANAGEMENT CURRICULUM

First Year

First Semester		Second Semester	
Orientation	1	Social Science	3
Social Science	3	English	3
English	3	Accounting	3
Introduction to restaurant management	3	Volume food management	3
Elementary food preparation	3	Elective	3
Business mathematics	3	Physical education	1
Physical education	1		

Second Year

First Semester		Second Semester	
Elements of supervision	3	Human Relations	3
Advanced food preparation	3	Sales promotion	3

Second Year (Continued)

First Semester

Personnel management	3
INTERNSHIP	3
Elective	3

Second Semester

Food & beverage management	3
INTERNSHIP	3
Elective	3

Model No. 2 - Food Service Administration

This training program has been developed to meet the needs of those individuals who are especially interested in the administrative aspect of the food service industry and who wish to continue their education but who do not desire a baccalaureate degree. The length of this training program is six quarters. This program could be offered by a Community College, a Technical Institute, a Vocational-Technical School or a University.

The source of this program was "Guidelines for Hospitality Education in Junior Colleges", Richard L. Almarode, American Association of Junior Colleges, Washington, D.C., 1967.

Resume:

This model differs from the preceeding model because the majority of the laboratory or on-the-job training is provided by the postsecondary institution. This is usually provided through the school cafeteria where the students are actually engaged in food production and service. An advantage to this plan is that the learning is more closely controlled by the instructor.

FOOD SERVICE ADMINISTRATION CURRICULUM

First Year

First Term

Communications skills	4
Social Science	3
Orientation	0
*Food preparation techniques	4
Food theory	2
*Quantity laboratory	6
Equipment	2
Nutrition	3
	24

Second Term

Communications skills	4
Social Science	3
*Food preparation techniques	4
Food theory	2
*Quantity laboratory	6
Nutrition	3
Chemistry	3
	25

Third Term

Communication skills	4
*Food preparation techniques	4
Food Theory	2
*Quantity	6
Menu planning	2
Mathematics	3
Nutrition	3
Chemistry	3
	27

* Indicates a laboratory course

Second Year

Fourth Term

Economics	3
Health education	1
*Quantity laboratory	5
*Catering	
*Food standards	2
Purchasing	1
Storage & handling	3
Mathematics	2
	17

Fifth Term

Psychology	3
Health education	1
*Quantity laboratory	5
*Catering	
Beverage control (men)	
Diet theory (women)	3
Layouts and interiors	3
Record keeping	2
	17

Sixth Term

Psychology	3
*Quantity laboratory	5
*Catering	3
Administration	3
Demonstration methods	2
Record keeping	2
Personnel relations	3
	21

* Indicates a laboratory course

Credit hours for catering are given at the end of the sixth term.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Ability to get along with others; capable of supervising and giving effective instructions without arousing resentment; able to do effective and correct written communications; exhibits good citizenship; aspires to higher positions through improvement of skills, attitudes and/or information; seeks means of self-fulfillment through cultural enrichment programs.

B. Job Competencies: Understands background organization, challenges, opportunities and limitations of food service industry; demonstrates effective oral and written communications; understands human relationships and the exercise of leadership; understands principles of menu planning; knows supervisory procedures associated with food and labor cost control; demonstrates knowledge of use, operation and maintenance of appropriate equipment; understands safety and sanitation procedures; understands techniques for the development of skills in the individual and in small groups; demonstrates understanding organization and supervision of all areas under his control; demonstrates understanding of beverage operation--their source, use and control; demonstrates relationship of nutritious food consumption to the development and maintenance of health.

CERTIFICATE PROGRAMS

Resume:

A certificate program might be considered by various level educational administrators as a means of filling a need which the food industry has for specialized training. These programs are primarily occupational with one or two courses in related fields required. A certificate program is a combination of credit courses requiring less than two years for their completion focusing on a limited range of skills and training for specific parts of the industry. A certificate of competency is usually awarded upon completion of the program.

With the trend to specialization in the hospitality industry, the possibilities of the certificate program should not be overlooked. Sales promotion, baking, specialized cooking, data processing, purchasing, and fast food merchandising and operation are some of the areas of the industry that may be considered.

The certificate program as well as the degree program should be open-ended to allow the student to continue his education. Upon completing a certificate program, a student may elect to meet the requirement of the degree program.

SUGGESTED MODELS FOR ADULT COURSES

Local school districts or community colleges might offer community service type courses for food service workers, preparatory or supplemental to employment. The length of a training program would be dependent upon the course content, the background of the trainees, and the needs of the food service industry. The following are examples of these short skill courses:

Sanitation for Food Service Workers
Waiter-Waitress Training
Workshop for School Lunch Cooks
Workshop for Food Service Employees in Hospitals and Nursing Homes
Cake and Food Decorating

For effective training, access to a commercial, an institutional or school kitchen, or a home economics foods laboratory is essential. Renting of available facilities in a restaurant or club is particularly desirable since more realistic training can be provided in this type of setting. A dinner house, for example, usually does not use facilities during the day, and this facility might be rented when not in use. To have furnishings and equipment available for practice is a distinct advantage.

Model No. 1 - Food Service for Nursing Homes

A suggested program for supplementary training for food service workers for nursing homes and small hospitals includes the following areas: the meaning of food, menu planning; food purchasing; food storage; food preparation; types of meal service; patient service; sanitation and safety practices; and forms and records.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Liking for and interest in working with older citizens; concern for welfare of others; good health; flexibility, reliability, dependability and punctuality; understanding of eating problems posed by the aged; good personal habits in dress, manner and speech.

B. Job Competencies: Understands that food helps meet a patient's nutritional, social and emotional needs; knows how to plan menus based on the daily food guide, meal patterns, and variety; understands use of cycle menus; knows what, how much, and where to purchase foods; understands terminology used in purchasing foods; knows how to inventory food supplies; understands how to receive and store food; knows how to use tested recipes; understands food preparation terms; demonstrates skill in basic food preparation; knows types of meal service; knows how to calculate food cost; understands food cost control; understands importance of record keeping; knows safety and sanitation procedures.

Model No. 2 - Waiter-Waitress Training

The U. S. Office of Education has recently published a training course for Waiter-Waitress which is recommended as a guide and which may be obtained through the Nevada State Division of Vocational Education. A 120 hour program is developed which includes the following areas: Orientation--6 hours; mechanics of service--30 hours; table cleaning services--27 hours; preparation and presentation of check--6 hours; basic English--4 hours; business arithmetic--4 hours; hygiene--7 hours; and duties and working relations--6 hours.

As a result of this training program, the individual should: Be familiar with the food service industry--the union and its role, management, and its role, opportunities in food servicing business; demonstrate competence in setting and cleaning tables including setting tables and counters, placing silverware and china, linen service, use of condiments, banquet services, buffet and smorgasbord table preparation, banquet preparation, formal dinner preparation, techniques of carrying loaded tray, clearing tables, and arm service; demonstrate competence in public relations; demonstrate knowledge of menu format and terms, taking complete and adequate orders and effective use of the sideboard--sales psychology, menu terminology, customer ordering, kitchen ordering, and sideboard duties; demonstrates an understanding of importance of guest check to both guest and management--knows basic techniques for check presentation, house policy for making final check, timing procedures for check presentation, answering questions about checks, house rules for handling tips, and ways to tabulate end-of-day receipts; demonstrates ability to use effective speech and dining room manners; demonstrates ability to use fundamentals in arithmetic for accuracy in billing customers and for verifications of individual work station sales--use of cash register; demonstrates understanding of acceptable personal hygiene and proper attire, and sanitary handling of food and equipment.

The training outline recommended includes suggested films and filmstrips and references, equipment needed for teaching, and further information for managing the learning of students.

Model No. 3 - Party Aide Service

Working homemakers have a variety of needs for home services. One of these needs is for occasional party aide service. Women with an interest in food preparation and with a background of experience in their own homes who are interested in part-time work would find this kind of employment satisfying. Church women interested in catering wedding parties as a service to church members might also be interested in taking a course of this kind. A series of 12 three-hour lessons is recommended.

Skills party aides should have when the course is completed are the ability to: Set a table and serve a simple meal; set up and serve a simple buffet; prepare easily made canapes and hors d' oeuvres; prepare percolated, drip, vacuum, and steeped coffee; prepare tea; prepare simple sandwiches; prepare simple hot breads, as muffins and biscuits; prepare and serve gelatin salads, tossed chef's salads, and simple fruit salads; cook fresh and frozen vegetables according to accepted principles; help in the roasting, baking, frying of meats and fish; prepare simple last minute desserts, as baked Alaska and parfaits; clean and leave kitchen in order; wash fine dishes and glasses properly; clean blenders and mixers properly; clean and polish silver and other metals.

A home economics department of a school, or a church kitchen and hospitality room would be possible locations for the course. Equipment and materials need to include common equipment found in home kitchens: A freezer or freezer compartment; party type table linen, china, glassware and silverware; beverage makers, serving trays and platters; chafing dishes; small electrical equipment; clean up materials; aprons or uniforms; and food for demonstrations and class participation.

Chapter 7

MODELS FOR
CLOTHING MANAGEMENT, PRODUCTION AND SERVICES
SECONDARY, ADULT AND POSTSECONDARY PROGRAMS

Need for Program

The area of clothing services offers varied job opportunities for specially trained individuals. Women who can alter clothing and/or do custom dressmaking are rapidly disappearing from the labor market due primarily to retirement. There is a need for qualified people to replace them.

Today 35 percent of all workers are women. As more wives and mothers take jobs outside the home and have less time for clothing construction and maintenance, there is an increased need for clothing services in the home. An individual who is skilled in the repair and maintenance of family clothing may find profitable employment in this area. This occupational area, in particular, offers the greatest potential for those seeking self-employment. The making of drapes and slipcovers, the making of gifts, the alteration of garments and custom dressmaking--these are just some of the self-employment opportunities. It might be noted that alteration and custom dressmaking need not be limited only to adult clothing. The high prices of quality commercial children's clothing could make altering and sewing for children a profitable business. Likewise, those individuals that also possess imagination and ingenuity, in addition to their dressmaking skills, may find the operation of a Boutique Shop a lucrative business.

Needs for clothing service training do exist but they are often the least apparent of any in the occupational training programs. Nevada, for example, is noted for its production entertainment in its clubs and casinos. Therefore, training programs for Wardrobe Mistresses and their assistants would fill a definite employment need that would not exist in most other communities. Since there is no garment manufacturer in the state, there would obviously be no need to train for such garment manufacturing skills as the operation of a power machine or the more difficult manufacturing construction techniques. However, these same skills might very well fill the needs of some communities in other states. Thus, in order for clothing service training to be utilized to its utmost, underlying needs or community uniqueness should be sought and established.

SUGGESTED MODELS FOR SECONDARY PROGRAMS

Model No. 1 - Clothing Service Aide

At the completion of this training program, a qualified individual could be gainfully employed as a seamstress, a dressmaker's aide, an alterationist, an assistant wardrobe mistress; or she could be self-employed.

This program has been developed for individuals 16-18 years of age. The length of this program should be approximately 180 hours or 2 semesters. A clothing laboratory with sewing machines, pressing equipment, laundry facilities and sufficient small sewing equipment is essential. To make the program more meaningful, it is recommended that field trips be made to various establishments in order to gain first hand knowledge of equipment and techniques used in business.

This training program includes 12 major areas: Orientation to the world of work; style and design in clothing; knowledge and skills in using fabrics; use and care of equipment; cutting techniques; construction techniques; pressing techniques; hand sewing techniques; basic alterations and repairs; routines and work habits; recognition of quality in readymade and custom-made clothing; and employer-employee relations.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Sincere interest in sewing; mechanically inclined to use machines and tools of the trade; alert to developing sewing skills necessary for the occupation; ability to learn techniques using a pattern and fabric; able to work under supervision and follow directions; able to get work done promptly and on schedule; take pride in work; physically and mentally healthy; cooperative, courteous and friendly; honest and dependable; good personal habits in dress, manner and speech.

B. Job Competencies: Recognizes needs and types of clothing services; understands employment opportunities, responsibilities and limitations; applies art principles to design in clothing; understands difference between style, fashion and fads; recognizes current clothing trends; understands best design for specific figure type; knows how to coordinate style with design; identifies the different kinds of fibers; knows the various fabric finishes; coordinates construction techniques with type of fabric used; knows use and care of small equipment and supplies; demonstrates skill in using sewing machine and its attachments; knows basic skills of clothing construction; understands speed methods of commercial clothing techniques; knows how to use pressing equipment; knows basic hand and decorative stitches and when they are used; demonstrates ability to correctly fit clothes for self and for others; knows how to change hems, cuff trousers and turn shirt collars; demonstrates ability to keep work areas neat and orderly; develops sequence and order of work; uses supplies efficiently; recognizes standards of quality in readywear; knows relationships, agreements and laws affecting employment.

Model No. 2 - Clothing Service Workers

At the completion of this training program, a qualified individual could be gainfully employed as a custom dressmaker for adults and children, a knitting instructor, a wardrobe mistress, a power machine operator, as a clothing maintenance specialist or be self-employed as a custom dressmaker and alterationist.

This program has been developed for individuals 16-18 years of age. The length of this program should be approximately 180 hours or 2 semesters. It should be noted that this program requires Model No. 1 as a prerequisite. Therefore, the total training time will be approximately 360 hours or 4 semesters.

Power sewing machines or access to same are essential in addition to a well equipped clothing laboratory with sewing machines, pressing equipment, laundry facilities and sufficient small sewing equipment. It is also recommended that field trips be made to various establishments in order to gain first hand knowledge of equipment and techniques. In Nevada, for example, a field trip to Harrah's, Lake Tahoe, to see the Wardrobe Department could be planned.

This training program includes 7 major areas: Custom tailoring and dressmaking techniques; specialized sewing; wardrobe examination; maintenance procedures; commercial equipment; business-management techniques; work experience program.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Sincere interest in sewing and clothing maintenance; mechanically inclined to use machines and tools of trade; manual dexterity to do knitting and fancy hand stitches; capable of using basic arithmetic for keeping records; able to supervise; enjoys working with people; able to get quality work done promptly and to meet deadlines; takes pride in work; physically and mentally healthy; cooperative, courteous and friendly; honest and dependable; good personal habits in dress, manner and speech.

B. Job Competencies: Demonstrates ability to use tailoring and dressmaking techniques; knows how to fit and construct clothing for children of various ages; shows dexterity in knitting techniques; shows creativity and imagination in making gifts and household articles; knows how to operate a power sewing machine efficiently and effectively; shows ability to determine necessary wardrobe alterations; knows how to repair and renovate wardrobe items; knows how to estimate time and cost of alterations and repairs; understands cleaning, laundering and pressing techniques for clothing maintenance; knows how to store clothes; knows how to remove stains from various fabrics; recognizes and practices safety regulations; understands management principles and techniques.

Model No. 3 - Clothing Management, Production and Services

This training program is a cooperative program between Home Economics and Distributive Education. At the successful completion of this program a qualified individual may be gainfully employed as a salesperson in fashion accessories, infants and children's wear, men and boys' clothing, millinery, shoes, and women's garments; and/or as a model.

This two-year program has been developed for individuals 15-17 years of age. The length of the Home Economics training section is 180-360 hours or 1 year. It is recommended that a school try to schedule 2 periods daily to meet the 360 hour requirement in order that individuals be more adequately trained before entering the labor force. The Home Economics section should be scheduled during the junior year since trainees go into a cooperative work experience program during their senior year. Refer to Other Occupational Programs, Model No. 1, for Variations of Cooperative Vocational Education Suggestions for Nevada, (Chapter 10).

This program is particularly suited to large high schools. It is necessary that well equipped Distributive Education and Home Economics rooms be available, as well as opportunities for cooperative work experience. Class enrollment should be determined by what facilities are available for placing and coordinating students in a cooperative work experience.

Students from this secondary program can choose to go directly to a job or to the two-year postsecondary program at the University of Nevada in Fashion Trades or to the four-year program at the University of Nevada in Fashion Merchandising or to other trade schools or universities.

This training program includes these major areas: Careers in fashion; appearance and grooming; social development manners, habits, voice articulation, and effective communication; construction techniques; line and design on the figure; art principles in costume design; techniques in writing fashion scripts; fashion show production; care and classification of stock; selection and presentation of merchandise; fitting room procedures; recognizing quality standards; selling techniques for all kinds of apparel; textiles-qualities, uses, care and construction.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Likes people and enjoys serving them; able to work under supervision; can follow directions effectively; able to make decisions; physically and mentally healthy; emotionally stable; calm, poised, and patient; pleasant voice and clean speech; acceptable personal habits; well groomed; cooperative; courteous and friendly.

B. Job Competencies: Knows career opportunities in the fashion merchandising field; demonstrates knowledge in grooming and personal appearance through improved personal appearance; exhibits basic skill in construction process; demonstrates understanding of the influence of color and design on clothing of self and others; understands importance of line and design in selection of garments for various figure types; knows how to camoflauge figure faults through appropriate garment selection; knows fundamental stock keeping techniques; understands proper sales techniques; demonstrates knowledge in care, construction and fiber content for more effective selling; knows how to tastefully combine costume parts; knows procedures in setting up small dress shop; understands how to figure tax returns; demonstrates skill and knowledge that makes professional advancement possible.

SUGGESTED MODEL FOR ADULT COURSE

Model No. 1 - Sewing Specialist

At the completion of this training program a qualified adult could be gainfully employed as a drapery, slipcover or bedspread seamstress; a specialty seamstress--belts, buttonholes, monograms, etc.; a construction specialist for fabric or sewing machine shops; or be self-employed. The course content and time required will be dependent upon the needs of employing agencies in the community and of the group being taught. However, it is recommended that the course require a minimum of 180 hours.

A clothing laboratory with sewing machines, pressing equipment and sufficient small equipment should be available. It will also be necessary to have large tables for cutting and constructing draperies and curtains, and heavy duty and/or power sewing machines. It is recommended that planned visits be made to various establishments to gain first hand knowledge of equipment used in the operation of these types of businesses.

This training program will include these major areas: Designing and making slipcovers; designing and making draperies and curtains; making bedspreads, coverlets and pillows; making specialty items--monograms, belts, buttonholes, etc.; how to work with customers; business management techniques; employer-employee relations.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Sincere interest in specialty sewing; mechanically inclined to use machines and tools of the trade; capable of developing necessary skills for specialty sewing; able to be prompt and to meet deadlines; takes pride in work; physically and mentally healthy; honest and dependable; shows creativity and imagination.

B. Job Competencies: Knows how to select and estimate yardage for slipcovers; demonstrates knowledge in selection of correct slipcover closings and trims; knows how to place design of patterned fabric to best advantage; understands construction steps and techniques in making slipcovers; appreciates the aesthetic value of window treatments; demonstrates construction skills essential in making draperies; knows how to select window hardware; knows how to measure, select and estimate yardage for bedspreads; demonstrates construction skills essential in making specialty items; demonstrates ability to work with others--customers, co-workers and employer; demonstrates knowledge of management principles and techniques.

SUGGESTED MODEL FOR POSTSECONDARY PROGRAMS

Model No. 1 - Fashion Trades

At the completion of this training program, qualified individuals can be gainfully employed at entry-level positions. This program has been designed for those individuals who are especially interested in the area of fashion and who wish to continue their education but who do not desire a baccalaureate degree.

The length of this training program is approximately 64 semester hours or 4 semesters. It is essential that a well equipped clothing laboratory and opportunities for cooperative work experience are available. This type of program could be offered by a Community College, a Technical Institute, a Vocational-Technical School or a University.

The following two-year Associate Degree program in Fashion Trades is currently being used at the University of Nevada. It may be noted that students are trained in a cluster of business skills of retail merchandising in the Fashion Trades. Thus, the student is prepared for entry-level positions that can lead to professional advancement.

This training program includes these major areas:

> General Education Core--22 hours--Elements of English Usage, Expository Writing, Public Speaking, Principles American Constitution Government, General Psychology, Principles of Sociology, Design, Physical Education Activities; 25 hours from a Fashion Core-Accessories of Dress, Tailoring Techniques, The Fashion Industry, Consumer Problems, Apparel Design, History of Western Dress, Clothing Selection, Elementary Textiles, Clothing Construction; 11 hours from a Business Core--Merchandising, Records and Accounts, Advertising and Promotion, Salesmanship; and 6 hours of Supervised Work Experience in Fashion.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Mature judgment in a variety of situations; acceptable attitudes--cooperativeness, pride and interest in work, and dependability; ability to work under supervision; acceptable appearance-good grooming, cleanliness and neatness in dress, and sensible choice of clothing; good personal habits in speech, mannerisms, and methods of work.

B. Job Competencies: Demonstrates awareness of personal qualities needed for job success; knows types of jobs available in fashion trades; demonstrates understanding of the influence of color and design on clothing of self and others; recognizes specific standards of construction; demonstrates effective selling techniques; recognizes elements of color and design relative to figure types; exhibits skill in applying creative design details; shows evidence of effective judgment in the selection of clothes; shows ability to evaluate clothing inventories.

Chapter 8

MODELS FOR HOME AND INSTITUTIONAL SERVICES SECONDARY AND ADULT PROGRAMS

Although the demand is great for a variety of home and institutional service workers, the low status these jobs offer makes it difficult to recuit or train persons for these positions.

Before starting any of the training programs described in the models, a working advisory committee consisting of representatives of service organizations, employment agencies, health and welfare departments, churches and others should be asked to collect data through surveys and to make suggestions for program development, recruitment and placement.

Mature women who have raised their families and who may be interested in part-time or seasonal work are often the best candidates for home and institutional services. Some women wish to extend the family income, to be of service to those who need help, or even to become eligible for social security. From 1955-1975 the number of women working part-time is expected to increase by more than 75 percent in contrast to an advance of about 50 percent in the number working fulltime. It can thus be seen that the interest in part-time employment is of growing importance.

Mature women are usually preferred for these kinds of positions; however, one model for the secondary level is enclosed because it offers possibilities for training some students with special needs.

SUGGESTED MODEL FOR SECONDARY PROGRAM

Model No. 1 - Homemaker--Home Health Assistant

This program is designed particularly to serve students with special needs who may find difficulty in preparing for employment in other areas. Those who do take the program will find it has double value. While preparing for an occupation, it will also help them prepare for managing their own homes and taking care of family members who are ill. Job opportunities are as follows: Nursing home aide, hospital aide, homemaker assistant, companion to the elderly, child care aide, and hotel-motel housekeeping aide. A program of from 180-360 hours is recommended including appropriate work experience.

Before entering the program, students would benefit from prevocational homemaking courses which provide basic attitudes, understandings and skills in human relations, child care, art and storage in the home, management of resources, foods and nutrition and clothing.

An attractive uniform would add a great deal of prestige to the individual in the program and this should be provided the trainee.

Adequate space, facilities, and equipment for teaching home care of the sick is needed. Often this equipment can be borrowed from a local Red Cross agency or it might be rented. A typical home living area in a school would be an ideal setting for teaching the use of modern home cleaning equipment. The foods laboratory of the school and a general purpose room will be needed for a part of the training.

An essential feature of the program is cooperative work experience in private homes, in hospitals and in nursing homes. Home economists and others could be contacted to see if they would be willing to cooperate with the school in providing work experience more realistic than that which can be given in a school laboratory. The teacher needs to work closely with cooperating families and institutions to be certain that students develop essential skills. Also, close cooperation with health services should be maintained throughout. If possible, a nurse should teach the home care of the sick unit.

A job analysis needs to be made by the teacher and performance goals set up toward which each student can measure her achievement.

An essential area for the training program includes the Red Cross Home Nursing Course: Causes and symptoms of illness; clothing and grooming for the home nurse; care of a patient in bed; food and nutrition; nursing care in special conditions; home emergencies; personal and family health; and home nursing procedures.

The program also includes: Orientation to the nature and scope of the work, desirable personal qualities for job success, grooming and personal hygiene, management problems in housekeeping, use and care of equipment, safety precautions in housekeeping, laundering procedures, assisting the family in preparing nutritious meals, assisting with the care and development of children, assisting with elderly family members, legal aspects of employment, and business relations.

The training program should help develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness, and tack in dealing with members of the family and visitors; acceptable appearance--good grooming, cleanliness and neatness in dress; sensible choice of clothing; good personal habits in speech, mannerisms, cleanliness, methods of work; mature judgment in a variety of situations; acceptable attitudes--cooperativeness and positive attitude toward people and work; understanding of own role and that of others; ability to relate easily to children and the elderly.

B. Activities showing knowledge, understanding and skills; works effectively under supervision; demonstrates knowledge of the duties of the worker; exhibits knowledge of methods for keeping house orderly, clean and sanitary; demonstrates proper care and use of common household appliances and equipment--washing machine, vacuum, mop and broom, floor cleaners and waxers, upholstery cleaners, dishwashers, etc.; plans and prepares nutritious family meals that recognize family preferences or customs, using principles of food preparation; understands and uses acceptable procedures in assuming responsibilities in care of children; knows which people to contact and what action to take in an emergency; understands importance of safety in the home; demonstrates knowledge of procedures in preparing reports and keeping simple records; demonstrates awareness of ways to help homemaker with household routines, efficient scheduling and methods of work; understands and adapts to requirements of elderly person; demonstrates an understanding of local employment policies and employer-employee relationships; demonstrates effective management of time and energy.

SUGGESTED MODELS FOR POSTSECONDARY PROGRAMS

No postsecondary programs are anticipated at this time under home economics services.

However, home economics services will cooperate with distributive education services in any midmanagement programs developed to train assistant hotel and motel managers, including supervisory housekeeping personnel.

Refer to Distributive Education Postsecondary programs in Planning Education for Nevada's Growth--A Master Plan for Education in Nevada.

SUGGESTED MODELS FOR ADULT COURSES

Model No. 1 - Companion to the Elderly

A need for services to the elderly in their own homes as well as in institutions has arisen due to increased longevity. Companions to the elderly can sometimes enable elderly persons to remain in their own homes rather than go to institutions.

The training program involves four major areas: Orientation to the nature of the work and interpersonal relations; some common physical, mental, and emotional needs of the aging and their implications for giving satisfactory service; assisting with personal, social and business matters; and handling emergencies. The time needed for training depends upon the background of the trainees; however, a course length of 50-150 hours would probably be adequate.

The training program should help develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness and tact in dealing with an elderly person, members of his family and visitors; acceptable appearance--good grooming, neatness in dress, sensible choice of clothing; good personal habits in speech, mannerisms, cleanliness, methods of work; mature judgment in a variety of situations; acceptable attitudes--cooperativeness and positive attitude toward people and work; understanding of own role and that of others; ability to relate easily to elderly people in a friendly but objective manner.

B. Activities showing knowledge, understandings and skills: Understands and adapts to requirements of elderly person; demonstrates knowledge of duties and limitations of the companion to an elderly person; demonstrates an understanding of local employment policies and employer-employee relationships; demonstrates ability to perform the basic personal, household, social and business services required; demonstrates an understanding of some of the common characteristics of the aging and their implications in giving satisfactory service; demonstrates reasonable facility in reading and writing; demonstrates an understanding of the importance of being discreet in relating incidents connected with work; demonstrates an ability to meet unexpected situations and make independent decisions when necessary; knows which people to contact and what action to take in an emergency; understands importance of safety in the home--dangerous areas, basic precautions, first aid; demonstrates some techniques and methods of keeping home clean, sanitary, orderly and attractive; plans and prepares nutritious meals--planning of appropriate menus, preparation of simple foods, table setting and service, storage of leftovers, sanitation and kitchen care.

Model No. 2 - Visiting Homemaker

The visiting homemaker assists the family in performing the duties of the home in order to keep family life as normal as possible when it is overburdened by illness or the stress of a family emergency. This is another service occupation which meets a need in our present society when families often live long distances from relatives and need to depend on some type of home service for emergencies.

The training program involves the following areas: Orientation to the nature of the work and personal qualities important to job success; responsibilities of the visiting homemaker and the professional people with whom she works; basic needs of people and some implications of working with children of different ages and different types of families; working with families where there are special problems; assisting the family in providing nutritious meals; and housekeeping tasks. The time needed for training varies with trainees; 50-150 hours is recommended.

The training program should develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness, and tact in dealing with members of the family, supervisors, professional people, visitors; acceptable appearance--good grooming, cleanliness and neatness in dress, sensible choice of clothing; good personal habits in speech, mannerisms, and methods of work; mature judgment in a variety of household situations; acceptable attitudes--calmness in disorganized situations, positive attitude toward family and work and cooperativeness; assumption of role appropriate for the visiting homemaker.

B. Activities showing knowledge, understanding, and skills: Works effectively under supervision; demonstrates knowledge of basic homemaking techniques and management of simple family finances; carries out directions given by professional people; practices good shopping procedures--preparation of a shopping list, selection of items for specific uses; plans and prepares nutritious family meals--practical use of advertisements; how to follow recipes, consideration of family preferences or customs, use of cooking utensils, correct method of preparation; understands and uses elementary techniques for working with young children, convalescents, children or youth with special problems; practices safe work habits; knows which people to contact and what action to take in an emergency; demonstrates proper use of common household appliances and equipment; demonstrates acceptable methods of care and storage of clothing against moths or dust; understands some characteristics of families and the affects of illness or disruption of routines on the family; keeps the house clean, sanitary and orderly.

Model No. 3 - Homemaker Assistant

The rise of the number of women workers, many married and with families, has resulted in a demand for homemaker assistants. These are persons who, in the absence of the homemaker, can assist with the care of the home, the preparation of meals, and the responsibility of child care.

Under the direction of the homemaker, the homemaker's assistant carries on the various responsibilities required for maintaining family life in a pleasant, clean, orderly home. A course of 100-300 hours is recommended depending upon the background of the trainees.

The training program involves four major areas: Orientation to the nature of the work and desirable personal qualities for job success; basic cleaning and laundry procedures; preventing home accidents and assisting with home care of the sick; food preparation and serving; care of children during mother's absence; and handling emergencies and meeting people outside the family.

The training program would help develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness, and tact in dealing with members of the family and visitors; acceptable appearance--good grooming, cleanliness and neatness in dress, sensible choice of clothing; good personal habits in speech, mannerisms, cooperativeness and methods of work; mature judgment in a variety of household situations; acceptable attitudes--calmness, positive attitude toward family and work, and cooperativeness; understanding of own role and that of others.

B. Activities showing knowledge, understanding and skills: Works effectively under supervision; demonstrates knowledge of the duties of the homemaker's assistant; exhibits knowledge of methods for keeping house orderly, clean, and sanitary; demonstrates proper care and use of common household appliances and equipment--washing machine, vacuum, carpet sweeper, mop, and broom; plans and prepares nutritious family meals that recognize family preferences or customs, using correct methods of food preparation; understands and uses acceptable procedures in assuming responsibilities in care of children; knows which people to contact and what action to take in an emergency; understands importance of safety in the home--dangerous areas, basic precautions.

Model No. 4 - Hotel and Motel Housekeeping Aide

Nevada's expanding tourist industry demands service workers for lodging establishments.

Hotel and motel housekeeping aides perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels. The aides work under the supervision of the housekeeper, the assistant housekeeper or the manager. A course length of 30-60 hours is suggested for training depending upon the background of the trainees.

The training program involves four major areas: Orientation to the nature and scope of the work; starting the work day; use of equipment and supplies and safety precautions; and procedures for cleaning hotel and motel rooms.

The training program should help develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness, and tact in dealing with supervisor, fellow workers, guests; acceptable appearance--good grooming cleanliness, and neatness in dress, sensible choice of clothing; good personal habits--honesty, sobriety, orderliness, cleanliness; mental alertness, punctuality and reliability; acceptable attitudes--calm, cooperative attitude toward work; understanding of own role and that of others.

B. Attitudes showing knowledge, understanding and skills: Demonstrates ability to work with minimum immediate supervision; understands and conforms to instructions or directions; demonstrates effective management of time; demonstrates techniques and methods for keeping a room clean, sanitary and orderly; demonstrates ability to handle not fewer than 18 hotel or motel rooms per day; demonstrates understanding of basic safety precautions; demonstrates care and use of cleaning equipment and supplies--vacuum, mop, carpet sweeper, broom, detergents, disinfectants.

Chapter 9

MODELS FOR
HOME FURNISHINGS, EQUIPMENT AND SERVICES
SECONDARY PROGRAMS

Need for Program

There is a most decided need for artistic, creative and imaginative individuals with the knowledge and ability to carry out those necessary techniques in jobs related to home furnishings. When an individual meets the qualifications for work in the area of Home Furnishings Services, many avenues of employment are open to him.

Today's affluent consumer demands well-trained, knowledgeable sales personnel. Therefore, qualified individuals in such areas as housewares, linens, glassware, china, carpets, etc. can find available employment in appliance stores, specialty shops, and department stores. The opportunity for self-employment should not be underestimated nor overlooked. Such articles as candles, dried flower arrangements, chair and table mats, weaving, the refurnishing of furniture and other craft and specialty items can provide a means of self-employment for those who so desire.

Affluency has likewise created a demand for looks. The consumer's ability to pay has thus placed emphasis on the aesthetic. It has resulted in a need for creative qualified individuals to do, among other things, giftwrapping, working as a florist's assistant, being a window dresser's assistant, or arranging displays of various kinds.

The rapidity of technological advancement and progress in furnishings, in equipment, and in materials used in this area makes the consumer's knowledge today obsolete tomorrow. Therefore, a working knowledge and an understanding of the wide range of available materials used in home furnishings can help assure gainful employment and an individual's success in the area of Home Furnishings Services.

SUGGESTIONS FOR SECONDARY PROGRAM

Model No. 1 - Interior Decorating

This training program is a cooperative program between Home Economics and Distributive Education. At the successful completion of this program, a qualified individual may be gainfully employed as a salesperson for stores selling such items for the home as paint and wallpaper, carpets, kitchen cabinets, draperies, home appliances, china, housewares, home accessories, bedding and linens, building materials and furniture.

This two-year program has been developed for individuals 16-17 years of age. The length of the Home Economics training section is 180-360 hours or one (1) year. It is recommended that a school try to schedule two periods daily to meet the 360 hour requirement in order that individuals be more adequately trained before entering the labor force. The Home Economics section should be scheduled so that it is offered simultaneously with DE 1 during the junior year in order to take advantage of team-teaching opportunities. During their senior year, trainees take DE II which is the cooperative work experience program. Refer to Other Occupational Programs, Model No. 1 for Variations of Cooperative Vocational Education Suggestions for Nevada.* Or, students could participate in a cooperative education program.

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* See Chapter 10.

It is necessary that there be well equipped Distributive Education and Home Economics facilities as well as opportunities for cooperative work experience. Class enrollment should be determined by what facilities are available for placing and coordinating students in a cooperative work experience.

This training program involves three major areas or parts: Part I. An Introduction to Housing and Home Furnishings (Refer to the Semester Special Interest Course in Housing and Home Furnishings published by the Nevada State Division of Vocational Education which includes learnings on values and needs in housing as they affect families in the various stages of the family life cycle, learning how to judge values in housing, planning work and storage areas, basic rules of color and design, planning backgrounds, becoming familiar with furniture styles and arrangements, accessories, and buying guides.) Laboratory experiences in art and design should be woven into this semester's work during which the creativity, sensitivity and art background of students can be developed. It is recommended that students do a series of abstracts using first line, then form, form with value, form with a monochromatic color harmony, a design for wallpaper or an upholstery fabric based on a color harmony. The assistance of an art teacher with this project is recommended. These abstracts are studies for effective application of design principles. It is also recommended that overhead and opaque projectors be used to project pictures which can be studied for the application of design and color principles, furniture styles and room arrangements. Students could also be asked to create collages of fabrics and finishes for the purpose of studying effects of texture.

Part II. Special Projects in Interior Design such as: Figuring fabric requirements for custom draperies and curtains; figuring wallpaper and paint requirements for a room; figuring carpeting yardage requirements; demonstrating large and small equipment; indepth study of furniture styles, construction, and furniture makers; indepth study of kitchen accessories, pots and pans; study of building vocabulary and blueprints. A team teaching approach with a mathematics teacher may be desirable for areas of study requiring a knowledge of mathematics. Resource people from business and industry can also be helpful in this section of study.

Part III. Creativity Experiences such as the following: Students working in small groups would describe a mythical or real family as to number of members, and needs and interests by whom they have been hired to assist the family in planning their home and its furnishings.

They select a floor plan geared to the needs of the family and place it in the community. They collect pictures of the furniture, appliances and lighting fixtures for this house based on needs and interests of the family originally described.

As a final project, students arrange scaled furniture representing pictures selected in their floor plan. Collages are created for a minimum of three rooms. Materials in the collage represent the wall and floor coverings, draperies, upholstery and wood. Materials must be in proportion to the amount of them used in the room. Pictures of the furniture, window treatments, and accessories must be mounted and presented with the collages and floor plan with furniture arrangements for a final grade.

The following competencies should be developed or strengthened by this program:

A. Personal Qualities: Interest in serving others and being of help to them; able to follow oral and written directions; able to work with people; able to work under supervision; has creative, artistic and imaginative ability; honest and dependable; physically and mentally healthy; acceptable personal habits; punctual, flexible and reliable;

perception of color and design; pride in work; attention to detail.

B. Job Competencies: Understands personal qualities needed for job success; knows types of jobs available in home furnishings area; knows a variety of materials used in home furnishings; knows the range of furnishings used in homes; demonstrates an understanding of the influence of color and design in home furnishings; recognizes contributing factors which affect the choice and arrangement of furnishings; shows some skills in arranging and constructing furnishings for the home; recognizes standard of quality in housewares, accessories, china, glassware and silverware; applies color and design principles to a home; understands how to use accessories for maximum affect; applies principles of design to furniture arrangements; understands decorative and personal factors involved in selection of equipment and furnishings.

Chapter 10

OTHER OCCUPATIONAL EDUCATION

SUGGESTED MODELS AT SECONDARY LEVEL--COOPERATIVE PROGRAMS

Model No. 1 - Cooperative Work Training

This model is designed for boys and girls 16 years of age or older, who are interested in getting work experience together with appropriate related training. Each student spends one-half day in school enrolled in some regular classes and one period for the class related to job training. The remainder of the school day is spent at the job station, usually in single-skill jobs or jobs of a manual type. The related class is devoted to, "How to live in the world of work."

A coordinator must be designated by the employing school administrator. It is assumed that the superintendent would select a teacher with personality and who could understand and work with this type of student. It is suggested that the teacher-coordinator have had teaching experience, some work experience, some guidance courses, and some professional vocational courses.

Students should work a minimum of 15 hours and a maximum of 20 hours per week. For this, they would receive one unit of credit and wages appropriate to a beginner in that particular field of work. They would receive, in addition, one unit for the related theory class conducted by the teacher-coordinator.

Specific objectives for the course in related theory include helping the student to:

> Develop personal traits such as reliability, cooperation, self-control, confidence, initiative, industry and accuracy through accepting responsibility, acquiring salable skills, accepting directions, and assuming leadership roles; see the relationship between school and vocational objectives; develop the maximum skill in his vocational choice at his maturity level and thereby establish a sense of personal worth; acquire work habits and attitudes which are essential to success in any vocation; make the transition from school to full-time employment; understand the importance of using money wisely; develop the habit of taking care of public and private property and avoiding waste; develop habits of good health and safety necessary for effective work and enjoyment of life; and develop plans for wholesome use of leisure time.

The teacher-coordinator has the responsibility of securing training stations for students, the assigned stations determined by the student's scores on an ability and interest basis.

The employer-trainer grades the student on his job performance:

- ability to get along with others
- appearance, grooming and poise
- ability to accept criticism
- dependability (attendance and punctuality)
- ability to follow directions
- quality of job performance

In a small school using this type of program, the teacher-coordinator (if not a home economics teacher) would work closely with the home economics teacher to assist students in the related training program who plan to work in home economics-related jobs. In large schools, a number of cooperative work training programs might involve several teacher-coordinators. A variation of the plan follows:

VARIATION: COOPERATIVE VOCATIONAL EDUCATION--TEAM APPROACH

Cooperative Vocational Education is a cooperative teaching effort, utilizing all vocational areas in a team-teaching approach.

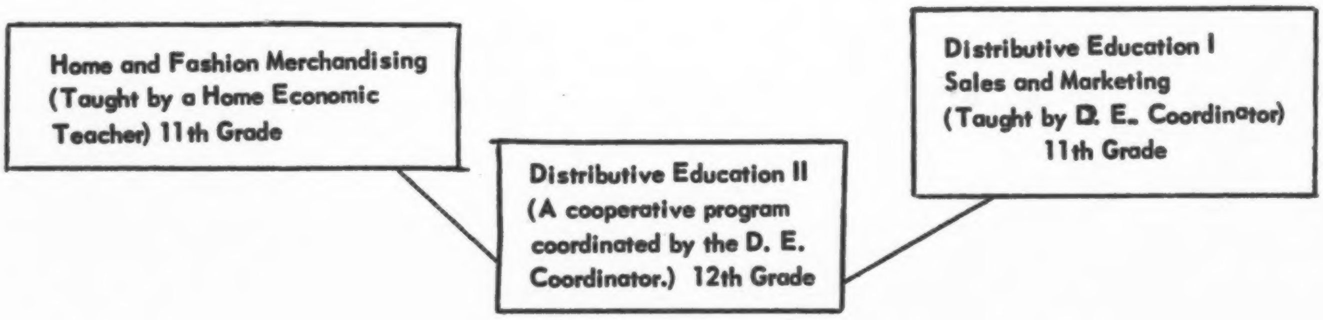
The plan is briefly this: All first year cooperative education programs are scheduled at the same period per day--agri-business, food services, distributive education, office occupations, and distributive occupations. Periodically, all first year sections meet together in the school little theatre (large group room) for presentation of general vocational information by resource people or staff persons specializing in a particular area. Sometimes the sections are regrouped according to special interests for certain presentations. In a presentation on personal grooming for the job, two groups might be formed, according to sex, for more specific grooming instruction.

Five major units of general vocational information which could be taught in the team approach are: Orientation, Personal Development, Money Management, The World of Work, and Educational and Vocational Information. Others might be added. Additional instruction related to job skills necessary for each trainee are offered by the coordinators in their respective sections.

Coordinators meet weekly to revise and plan the teaching team's responsibilities and to discuss information about training station openings, problems, and placements. Also, an effort is made to use the team approach in coordination with businessmen so that they are not approached by several coordinators in a short period of time concerning the same matters.

VARIATIONS OF COOPERATIVE EDUCATION
HOME ECONOMICS AND DISTRIBUTIVE EDUCATION

Home Economics and Distributive Education can cooperate in an occupational mix type of program. The plan is briefly as follows:


Home and Fashion Merchandising (Taught by a Home Economic Teacher) 11th Grade
Distributive Education II (A cooperative program coordinated by the D. E. Coordinator.) 12th Grade
Distributive Education I Sales and Marketing (Taught by D. E. Coordinator) 11th Grade

In this program, some team teaching should be done at the 11th grade level, with the home economics and DE teachers teaching units for which each is best prepared. If the DE and Home and Fashion Merchandising class meets at the same time, the two classes could be combined for some units.

See area of Clothing Management, Production and Services for Model 3, Secondary Programs, a variation of this plan and a recommended exemplar.

Another cooperative education program utilizing a team approach between business or distributive education and home economics follows:

Model No. 2 - Merchandising (Home Economics and Business or Distributive Education)

This merchandising program is designed to prepare students interested in retailing as a vocation to prepare for distribution and marketing in home economics-related areas such as yard goods, women's garments, shoes, millinery, men's furnishings, men's and boy's clothing, infant's and children's wear, fashion accessories, china and glassware, dry goods, furniture, small electrical equipment, and housewares.

Students 16-18 years of age are eligible to enroll in the related training program of 180 hours in length plus work experience. This program is best suited to a medium to large community where opportunities exist for cooperative work experience.

It is suggested that students have their related instruction first semester, meeting as a group once or twice weekly during their cooperative work experience, second semester; or the related training could be given second semester with cooperative work experience in the summer.

The major objectives of this program are to help the student: Become aware of acceptable business standards in attitude and personality; be able to use basic business mathematics in writing sales slips and in operating a cash register; become a wise consumer; learn procedures of inventory control; and to become aware of the importance of the world of work.

The training program should develop or strengthen the following competencies:

A. Personal Qualities: Courtesy, friendliness and tact in dealing with customers and supervisors; acceptable appearance--good grooming, cleanliness and neatness in dress, sensible choice of clothing; good personal habits in oral communication, in mannerisms, and methods of work; mature judgment in a variety of selling situations; acceptable attitudes toward work; assumption of role appropriate to a sales person.

B. Activities showing knowledge, understanding and skills: Can fill out application forms and personal data sheets accurately and completely; demonstrates fundamental processes of business arithmetic essential to writing sales slips and using a cash register; demonstrates knowledge of merchandise--knows laws protecting the consumer, can assist customer in making a decision; uses good consumer practices, can explain credit practices to customers; and use consumer knowledge to advantage in selling merchandise; demonstrates skills of modern selling techniques; knows the steps in making a sale--preparing to meet the customer, opening the sale, determining the customer's wants, presenting the goods, answering questions and objections, closing the sale; demonstrates ability to wrap packages; demonstrates knowledge of advertising mediums--knows how advertising sells, criteria for effective advertising and ethics of advertising; demonstrates knowledge of laws pertaining to work permits, social security, legal responsibility for protection of minors, and laws and regulations pertaining to unions.

Chapter 11

PROGRAMS FOR YOUTH & ADULTS WHO ARE DISADVANTAGED OR HANDICAPPED

Model No. 1 - Programs for Youth

The pressures on society make it mandatory that education endeavor to meet the needs of persons with academic, socio-economic, physical or other handicaps which prevent them from succeeding in regular programs. Home economics education must assume a responsibility for training persons whose needs can best be met by this type of training program, whether it be for employment or for homemaking.

Children of low-income parents who live in our affluent society but who do not share its benefits are the youth we speak of who have socio-economic handicaps. Students with learning difficulties are those with academic handicaps. Physically handicapped can also come under the category of persons with special needs.

The first step, of course, is to determine "Who are the youth with special needs" in our school? Is it possible to establish a special class or special classes for these students? Federal funds (and possibly some state funds) are available for matching purposes for programs of this kind under the Vocational Education Act Amendments of 1968 provided that these programs are designed to prepare for employment.

For example, let us assume that school counselors have identified students who have special needs that cannot be met in a regular program. An advisory committee might be formed (counselors should be included) to determine what kind of program could be planned to best prepare these students for employment. It might be decided that on-the-job training with related classroom instruction would serve the needs best.

Cooperative Vocational Education programs with related instruction and work experience are described under the home economics models, "Other Occupational Education--Cooperative Programs."

Related training needs to stress personal development and management, including grooming for the job, job etiquette, interpersonal relationships, and management of money.

The following job opportunities could be investigated for work experience programs:

> (1) Foods and Nutrition Area--waitress, fountain service worker, cake decorator, salad girl, pastry assistant; (2) Clothing, Grooming and Textiles--laundry worker, seamstress in laundry, hand presser in dry cleaning or laundry establishment; (3) Home and Institutional Services--homemaker assistant, housekeeping aide, companion to the elderly, home health assistant; (4) Housing and Home Furnishings Services--gift-wrapper, florist's helper, drapery hemmer; and (5) Child Care Services--mother's helper, nursery school helper.

In the bulletin by Barbara H. Kemp[10], "The Youth We Haven't Served", Miss Kemp explained that the children of the socio-economically handicapped have so far not been given the vocational education opportunities they need. "We can no longer overlook the dropouts from our schools. Every student who desires a vocational and technical education must be offered the best that our educational system can provide", she said. "If we reject the disadvantaged student or offer him only an education so general that it will leave him unprepared to enter the world of work, we ourselves shall be responsible for his disillusionment with education. We can no longer ignore the rise of juvenile delinquency. Young people learning nothing, going nowhere, with no skills with which to claim a job, with no one to care what happens to them, and with no road to opportunity, are a rebuke to the inadequacy of our educational systems."

In an article entitled "Families of America", Bernice Milburn Moore[1] described children of working class families. Much of what she says may also apply to the socio-economic handicapped. She stated that many of the girls from these families enroll in homemaking education. One school superintendent, she said, considered home economics his "secret weapon" against dropouts among girls. Therefore, he had developed in his homemaking division a superior teaching staff who understood the vastness of need among girls of this group. "They set about the task of not only developing necessary skills for home living among their students, but also establishing a new set of attitudes and values related to family life." Mrs. Moore states that transmitting of middle class values from teachers of homemaking is perhaps a major contribution they make to these future mothers and homemakers.

Because these students do not come from a verbal world but do understand the acquisition of skills, she says that skills can lead to the application of theory.

"Since girls from this group are enrolled in homemaking in fairly large numbers and since earning for them is imperative for economic survival of the family, occupations growing out of their high school courses in home economics offer opportunity for earning as well as for improvement in their role as homemaker-mother. From these young persons can come child care aides, nursing home assistants, housekeeper-companions for the elderly, nurses' aides, employees for food services and clothing concerns, and members of a vast variety of other service occupations. Again, this carries dual value. As these young girls learn to earn, they also learn to live, or vice versa. Both important ends are served at the same time."

Some of the characteristics of the socio-economically handicapped student and implications for home economics education are listed below:

Characteristic	Implication for Home Economics Education
Low reading ability	A variety of texts and references geared to low reading ability should be provided in the classroom. More and more of these are becoming available.
Limited formal vocabulary and poor speech construction and diction.	Vocabulary instruction should be a part of each lesson.
Relative slowness in performing intellectual tasks.	Students should have an opportunity to carry out manual skill tasks where they can get a feeling of success. Skills can lead to an application of theory.
Poor health and poor health habits.	Instruction in nutrition should be made meaningful to students through use of commodity foods often distributed through Welfare and by emphasizing low cost family meals. Health difficulties should be reported by homemaking teacher to school nurse. Classes in home care of the sick may be desirable.

Characteristic (cont.)	Implication for Home Economics Education
An anti-intellectual attitude.	Provide variety in classroom experiences and activities so that students not intellectually inclined can get a feeling of success through activities geared to their interests.
Indifference to responsibility.	With class, determine acceptable standards for certain tasks such as doing dishes, cleaning sinks, maintaining order in the classroom, and getting assignments completed on time. Encourage responsible behavior by teacher follow-up.
Nonpurposeful activity, much of which is disruptive.	Plan activities which are meaningful to all students. Use many visual aides. Involve students in learning through participation, group work, etc. Help students prepare for employment in home economics--related skills. Coordinate classroom learning with on-the-job training.
Limited experiences of the sort schools assume most of their students have had with their families; for instance, contact with social, cultural and governmental institutions.	Provide for study of social customs and for practice of social skills for social events within the school curriculum or FHA so that students develop some social skills. Have field trips to homes, art galleries, and governmental agencies such as mental health clinics, well baby clinics, employment security offices. Apply for funds under the Elementary and Secondary Act for field trips, attendance at FHA conventions, etc.
A failure syndrome resulting from apathy and lack of confidence.	Plan for success experiences. Praise where praise is due. Provide a variety of experiences in order that a student may select ones meaningful to her. Show personal interest in students. Find occasions for conferences with them so they feel "someone cares."

Mark Beach[11], writing in the Journal of Home Economics, has given some suggestions for Home Economics and the Culturally Deprived. "Home economics teachers", he stated, "because of their training, ingenuity, and sensitivity to human needs, have a unique opportunity to help these often neglected students. In the short run, teachers might focus their efforts on the problems of preparing tasty, nutritious meals with the facilities and materials available in the homes of culturally deprived. Feeding a large family well on the budget and food-stuffs provided by most welfare agencies, for instance, would tax the skills of many professional dieticians. Yet, society imposes this task on persons whose education and abilities often make them less able to cope with it. A home economics teacher who faces up to this problem might find herself engaged in an intellectually satisfying as well as socially rewarding enterprise."

We know, of course, that home economics teachers in Nevada schools are doing exactly the kind of teaching which Mr. Beach suggests. They are using the foods distributed by welfare workers to low income families in classroom demonstrations and learning experiences. These students are then taking their classroom learning into their homes, many times teaching their own mothers. By finding classroom skills of immediate use in their homes, they become more interested in school.

But preparation for homemaking is not enough for these youth with socio-economic handicaps. Since they are less likely to go on to further education, they also need to prepare for wage earning as Barbara Kemp stated in the publication _The Youth We Haven't Served_.

We know that the slow learner, as well as all students, needs a smooth transition from education to a job. Conant, in _Slums and Suburbs_, encouraged establishment of a part-time cooperative program between the school and local industry or business--the type of program which distributive education has been doing in the merchandising field.

Work experience programs can be developed in home economics-related occupations. Since service jobs are on the increase, the opportunity is great for training programs of this kind. The guidance counselor can help by seeing the need and by requesting that programs be added to the school curriculum to serve these youth with special needs.

Educable retarded students with IQ's between 50 and 79 could benefit from a program such as _Tea Room_ described in the models under _Food Management, Production and Services_, or other food service training programs with work experience in a school cafeteria or lunchroom facility prior to a cooperative education work experience in the community.

Less able students lack the drive to think through their own self-concepts. These young people need to gain realistic concepts of themselves. They will learn that they are adequate, not from failure, but from success. If goals and expectations are set too low, they do not get a feeling of success--only an experience of boredom and apathy. If these students are to gain a feeling of worth, they must have an opportunity to be challenged. The complete absence of frustration is dangerous because it does not lead to frustration tolerance.

In the training they receive, an essential ingredient is to understand the characteristics demanded by employers such as: Good management (let them see a good cook in action); clothing and grooming suited to the job; good posture; good work habits--safety, economy, steady pace, elimination of unnecessary motions.

The culturally disadvantaged students can see sense in the opportunity to learn job skills. These will increase his interest in school, help him gain a feeling of worth, and develop initiative and sense of responsibility.

Slow students can be helped to feel more adequate by working to improve one work habit at a time such as by reducing the number of food utensils used in preparing a meal, or trying to beat their own records.

PROGRAMS FOR ADULTS WITH SPECIAL NEEDS

In addition to the other occupational training programs for adults in the preceding models, and in addition to the suggested adult homemaking programs also given in a preceding section, the following three course ideas are offered:

Model No. 1 - Homemaking and Work Therapy (A Homemaking Education Program for a Mental Health Institution)

A number of mental health institutions have recognized the value of glamour therapy and work therapy for patients in mental hospitals. Programs of this kind were reported in the Illinois Teacher of Home Economics, Volume X, No. 3 (Winter 1966-1967).[12]

The program at the Elgin State Hospital in Illinois emphasizes personal, social and employment adjustment experiences as well as homemaking instruction. A transitional homemaking facility--a five-room, furnished apartment located on the hospital grounds--is used as training facility. Homemaking is experienced in a realistic setting with emphasis on re-education and reintegration of each person back into the community. Female patients gain up-to-date knowledge, renew old skills and develop new ones as a means of builing confidence in homemaking. An effort is made to bridge the gap between the hospital and community life through a "work therapy" program utilizing community resources.

There are three realms of rehabilitation:

(1) The homemaking realm which includes a study of family relationships, home management skills and conservation of time, energy, and other resources; meal planning and preparation; mending and sewing; consumer buying; and housekeeping.

(2) The personal living realm which includes daily living habits, roles of men and women, social graces, use of community resources, maintenance of living quarters, and problem-solving techniques.

(3) The vocational realm which includes roles in the working world (employer-employee and employee-employee); job interviewing; wage-earning occupations such as waitress, seamstress, laundress, domestic housekeeper, florist, and saleslady.

For individuals returning to their own families, emphasis needs to be on the homemaking realm; for those preparing to re-enter the working world, emphasis needs to be on the vocational area. The personal living area overlaps into the Homemaking and Vocational realms.

Some of the competencies expected as a result of this program are: An awareness of one's strengths and weaknesses in skills needed for homemaking and other aspects of living; an ability to communicate with others; an ability to interrelate with others; motivation to handle homemaking problems; an understanding of how our values affect our choices in use of time, energy; and money; improved skill in homemaking and in vocational ability, increased confidence; a feeling of worth as a homemaker; increased ability in problem-solving.

In selecting individuals for this training program the following criteria should be used: The patient should be considered dischargeable, show evidence of remission of symptoms, feel a need for this kind of program, display competence in basic living skills, is adapted to medications, is able to handle some degree of responsibility, is able to generalize information for application in own life situation, and is in good physical health and without infection.

Model No. 2 - Classes in Literacy for Homemakers (A Part of Basic Education)

Literacy classes to help prepare adults for their roles as homemakers, parents and consumers should include experiences which help her to read and interpret newspaper advertisements, notices that children bring home from school, credit contracts, insurance policies, forms for school registration, voter registration and the like. Also useful would be exercises in reading drivers' tests, job applications, ballots, directions om medicine bottles, personal letters, recipes, pattern guide sheets, instructions such as those in a launderette, a telephone booth, labels on food, clothing and appliances. Signs of all kinds and play money to handle and count are other suggestions.

Competencies to be strengthened or developed include the ability to read the signs, labels, forms, notices and instructions that she encounters in her daily life; read the local newspaper and the simplest homemaking bulletins; be able to use a clock, a calendar, simple recipes, and ordinary appliances such as a washing machine, refrigerator, iron and range; write well enough to fill out needed forms without embarrassment, do her own personal correspondence, and keep necessary family records; handle money with ease, computing rapidly enough to know immediately whether she has received correct pay or correct change; use numbers well enough to figure quickly the relative cost of items needed, to compare costs and prices in different stores, recognize credit costs in different guises, change recipes to different quantities; and use ordinary measuring devices.

Leaders in home economics and adult basic education could cooperate in planning and developing these literary programs for homemakers.

Model No. 3 - Teaching VIA Television

Many methods need to be used to reach the hard to reach homemaker. One method which gives promise is an effort made to reach undereducated adults is teaching on television by the use of video tapes. This is an idea used in Illinois which could be adopted in Nevada as Educational TV becomes available.

Sixteen half-hour tapes were produced by the University of Illinois Television Services and were programmed on several Illinois television stations in the fall of 1966. The taped programs usually consisted of three features. Most programs began with a brief "decorating tip for the day." These tips included inexpensive ways to add color and freshness to rooms and ideas to organize and store household possessions on the idea that little improvements sometimes mean big differences in self-esteem and hope--two of the essentials for climbing out of poverty.

Each program closed with a five-minute nutrition "message"--a demonstration on nutritious snacks or ways to serve vegetables, a skit on diet during pregnancy, food storage to save nutrients, or breakfast ideas that were different.

Each program also had a 20-minute main feature on various homemaking subjects--organizing the household, buying clothes that fit, laundering and storing clothing, helping children get a "headstart" at home, and buying and storing food. Some interviews were held such as with a child psychologist on child rearing, or with an adult educator on the content of the course she was teaching and on the advantages of continuing education. Some skits included ideas on dealing with door-to-door salesmen, making decisions about insurance, and similar ideas.

The series was an attempt to deal with real and immediate problems faced by disadvantaged families and to be concrete in teaching the appropriate relationships. The planners tried to keep the vocabulary simple and the presentation informal. The teacher was friendly and down to earth.

Chapter 12

EDUCATION FOR HOMEMAKING AND FOR THE DUAL ROLE OF HOMEMAKER-WAGE EARNER SECONDARY, POSTSECONDARY AND ADULT PROGRAMS

Since the roles of men and women have been changing so rapidly during the past few years and are becoming more nearly alike than ever before, any career-development program should include the development of understandings regarding these roles. The following model is therefore recommended:

SECONDARY AND POSTSECONDARY LEVELS

Model No. 1 - The Contemporary American Family (See model for Family Living in Prevocational section)

Career-oriented education has a responsibility of preparing individuals not only for the world of work but for the roles they will play as members of families, as parents, as citizens in a democratic society and also for self-fulfillment. A course entitled The Contemporary American Family is recommended for all young men and women in the late secondary or postsecondary years.

Both men and women, whether they marry or stay single, need to prepare for living as well as for earning a living. Since successful home and family living is so closely related to success in employment, all persons training for employment at all levels should have opportunities for receiving preparatory or supplementary training for this dual role. As wives and mothers increasingly share in the wage-earning role in their families, husbands and fathers have increasingly been sharing in the homemaking role.

Education for home and family living cannot be left to chance. Since the influence which the family can have in our society is so great, education for marriage and family living is a study worthy of consideration for all boys and girls, young men and young women. Our society relies chiefly on the family to maintain an environment which allows for growth and development of each of its members. The job of establishing satisfying family life is not for women alone, but rather the work of men and women searching and formulating ways and means to strengthen the American home, the foundation of our society.

Young women need to be prepared for the many roles they will play in modern society and to be able to cope with the discontinuity which will be a part of their lives. They need to see that although the child-bearing years may interrupt their education or work life, they can anticipate and plan for continuing education which many will seek in order to upgrade and refresh their skills or to acquire new ones. They must receive inspiration to set their aspirations high, to increase their awareness of the many ways they can serve society--to recognize that to be effective they must gain greater technical competence--that continuing education will be the order of the day.

The course being described must bring young men and young women together for an understanding of their mutual needs for self-fulfillment--through accomplishments in jobs, in service roles, in the arts, in politics, and in other positions of community leadership. And, it must help to communicate to them a zest for life, a sense of the great goals to be won, a sense that the world has need of them at their very best.

Both young men and women must understand and accept the concept of the dual role in a woman's life, including having a home and a career--that we can no longer perpetuate the idea that woman's place is only in the home, raising children, being a homemaker. They need to recognize that mothers must be well educated to do a good job of rearing children, and that education is a continuing process.

This recommended course must be focused on helping youths to understand the social, economic, technological, and scientific aspects of our society that affect personal and family life--to understand their roles as individuals in making homes and contributing to a stable family future.

This course in The Contemporary Family must help young men and women prepare for their roles as citizens--to prepare them to be committed to contribute to the quality of society especially in relation to family life in the community where they live. Because the home is so important in the socialization of children, consumer and homemaking education has an important responsibility of helping to transmit important elements of the American culture from one generation to the next, to develop heritage appreciation of different cultures within and outside our country.

Preparation for their roles as wives and mothers, husbands and fathers is an essential ingredient of this recommended course. A frank discussion of what research tells us about the hazards of early marriage--the problems growing out of the inability of young parents to accept the responsibilities of marriage and parenthood, adjustment to spouses and management of money--would help young people clarify their values and goals and be better prepared to make decisions affecting their lives.

For example, the rise in the number of babies born out of wedlock in recent years would be a topic worthy of discussion. The population explosion--the rise of premarital pregnancies, the affect of the technological revolution on the home, the problems of housing for the elderly, discrimination in housing, the overweight American--these and many problems affecting families can be discussed in a course such as this designed to strengthen home and community life. If home economics is to be a part of a dynamic school career-development curriculum, a program such as The Contemporary American Family can make a valuable contribution in helping all youth focus on preparation for living, an essential ingredient to earning a living.

Some of the concepts expected of learners include the following: Goals are satisfying to an individual when values are used consciously as criteria for their selection; people find success by taking advantage of opportunity, refusing to admit defeat, overcoming handicaps, broadening contacts and by exerting drive and enthusiasm; certain roles of men and women in our society are not as sharply differentiated today as they were in the past; understanding of one's self helps a person to understand and accept others and understanding others helps one to better understand himself; when basic emotional and social needs are being met, an individual is more free to develop his potential and is better able to face, and appreciate and adjust to new experiences and new situations; growth is an uneven process varying from person to person and within the same person; in our society the primary functions of families are--to meet basic needs of their members, to produce healthy personalities and to prepare individuals for a meaningful existence in society; developmental tasks of parents and children are both complimentary and conflicting; there are similarities and variations among all societies and among all human beings; families in different cultures and families within a culture have many simiiliarities and differences such as family structure, authority patterns and ways of solving problems and of achieving family goals; the common values held by families, and the creative utilization of differences, contribute to enrichment of living and strength in our society; child-rearing practices are usually influenced by parental perceptions of the kinds of persons parents want their children to become;

understanding of people of all cultures develops as one's knowledge of all aspects of their way of life increases; love and respect of others emanates from love and respect of self; similarity of cultural, social, economic, and religious backgrounds is more likely to lead to a successful marriage; laws pertaining to marriage, divorce and family welfare reflect the attitudes and values of society toward family life; interaction among family members is influenced by the expectations of the roles of one's self and others in the family; each stage of the family life cycle brings new roles, problems, satisfactions, and adjustments and relationships; the American family is highly dependent upon the community--more so than in past American history, each family is a part of a society and affects and is affected by all aspects of the society; families are more likely to have the kind of community they desire when they help determine community's objectives; policies, and the persons to implement them; the decisions man makes relative to housing pertain to himself, his family, others in society, and society as a whole; in addition to fulfilling needs of the individual or family, housing also fulfills a need for society--it is a means by which society expresses its values, its patterns of living, and its economic, technological and cultural developments; the decision-making process includes an understanding of the problem, taking into account one's values and goals, seeking facts that are pertinent to the situation; considering alternatives, and selecting a plan to be followed; clarification of personal values and goals enables one to consciously work toward fulfillment of them when making decisions; the way money is managed contributes to individual and family well-being; personal and family values are determining factors in the expenditure of money; credit can be used to build up capital and equipment, to meet peak load demands, and to finance periods of deficit; fulfilling credit contracts; a satisfactory credit rating is an asset in obtaining future credit; an estimate of the income expected and necessary expenses to be incurred are bases for determining the amount of credit that can be used with safety; factors to consider when planning for economic security for the family are--emergencies such as illness, accident, or other unexpected costs; loss of income through illness or death of breadwinner, and retirement; the amount and kind of insurance an individual or family buys is influenced by income, standard of living, age and willingness to take risks; the usefulness of an insurance program is affected by how well an individual or family analyzes and evaluates constantly changing risks; two ways of providing for the economic future of the family (and retirement) are through investments and insurance; the amount of savings is influenced by such factors as the family income level, availability of consumer goods, families' values and goals; factors to be considered by the family in making an investment include safety of capital, ease of liquidation of assets and expectation of return; the financial security of families varies not only with the opportunities and initiative of the breadwinner, amount of luck and vigilance for safety and health, but also with the source of his income--whether from wages, salary or ownership.

Model No. 2 - Consumer Education

Throughout the United States, consumer education is achieving growing importance. Its aim is to prepare students to be well informed citizens capable of meeting the problems of every day life, including their roles as consumers.

Although a school could choose to incorporate consumer education material and content into established courses, another approach worthy of consideration is a special class with home economics and business education sharing responsibilities through a team-teaching effort.

Some of the important concepts to be taught in a consumer education course include the role of consumers in a free economy; factors influencing consumer demand;

consumers--the guides or the guided; consumers' freedom to choose; custom-made wants--advertising, marketing and pricing processes; private legal price-fixing; discount stores and trading stamps; credit; brands, prices and quality; gyps and frauds; planning and recording expenditures; intelligent buying; buying housing and transportation; buying protection; buying investments; sellers efforts to help consumers; standards and grade labels; measurement laws; government services and protection to consumers.

A MODEL FOR DESIGNING ADULT HOMEMAKING EDUCATION PROGRAMS

Knowledge encompassed within home economics must be made available in more ways to more people. Homemakers, if they are to reap the benefits of new products and new technological developments relating to food, clothing, and shelter, must keep up-to-date with new products and equipment.

Low socio-economic and migrant families, rural and urban need help with the use of credit, consumer buying, safety, care of children, sanitation, nutrition, health, housing, and other aspects of creating better living conditions.

There are many in our society who have never been able to function effectively as homemakers. Disorder reigns in their homes because they literally do not know how to perform simple housekeeping tasks. Some of the reasons for poor housekeeping include: (a) low income and illiteracy; (b) substandard housing with poor plumbing; (c) lack of time to perform household duties because of large families; (d) lack of know-how and (e) lack of decision-making abilities. These homemakers must also be reached.

Parent education continues as a great need as new and different problems exist in relation to the rearing of families. Some of these problems relate to the role of the parents and the children, the role of authority, individual freedoms, controls within the family, functions of the family, child-rearing practices, and the development of teenagers.

Malnutrition exists among families of all income levels. Education on the basic principles of nutrition could help eliminate this situation.

More men and women now live to complete their family life spans as individuals and as married pairs than formerly. The older population is increasing with less family support and concern for the welfare of the aged on the part of some family members. This creates the need for continuing education and preparation for and assistance with adjustments in later years.

Employed homemakers with families often need help with organizational and management skills if they are to enjoy a desired level of relationships within the home and a proper balance of the use of time, energy, and money between the home environment and the job situation.

Development of leisure time and self-fulfillment interests is needed, particularly for those in their middle and later years.

These are just a few of the many needs which can be served through adult homemaking education programs.

A variety of methods and media need to be used to reach all persons who can profit from homemaking education--workshops, seminars, TV courses, credit and noncredit courses--these are a few means for reaching homemakers or future homemakers, both men and women.

Community colleges could play a prominent role in adult homemaking education by offering community service courses to develop homemaking skills and leisure time or self-fulfillment interests.

Those responsible for adult homemaking education programs in a community need to appoint an advisory committee for homemaking education to collect data and analyze needs for programs and to provide guidance for program development and evaluation. All needs of the community must be served instead of the interests of only one vocal group such as those interested in developing clothing construction skills, for example. Efforts need to be made to reach the hard-to-reach people who may not be served through the regular program--the disadvantaged, and the minority groups.

The Systems Approach to Program Planning as described in Part II, Chapter 3, could be applied to homemaking as well as to wage-earning programs. A working advisory group needs to contact many individuals and organizations to determine needs, to discover methods adults prefer, and to relate these findings to those in charge of program development. This advisory committee also needs to consider other agencies offering adult homemaking programs in order to avoid duplication. Cooperation with health and welfare services, Nevada Indian Agency personnel and others concerned is vital to success in designing projects to serve disadvantaged, low income, and minority groups.

Needs differ from community to community. However, the following summary could be used by an advisory committee as they seek to discover community needs.

EDUCATIONAL NEEDS OF ADULT HOMEMAKERS IN YOUR COMMUNITY

(Adapted from NAPSAE Swap Shop, November, 1963)

Facts and Figures (per 1,000 population) in the typical community are given below. (Multiply by number of thousand of persons in your community.)

Facts & Figures	Implications
. About 21 adults have no formal schooling; 26 others have completed only four years; 70 adults have had more than four but less than eight years of school.	. This is the hard core of illiterates who need remedial courses in basic elementary education. Many could benefit from information pertaining to the home as they study reading, math, English composition, and other subjects.
. About 240 others are not high school graduates.	. A high school diploma program which includes elective courses in the home and family courses.
. Yearly, about 15 adults under the age of 25 select a mate; 15 others are in the first year of marriage.	. Opportunities for study and discussion of family life education need to be available.
. About 12 families will be establishing their first home.	. Classes in home management and consumption; furnishing the home or apartment; financial management, and the buying of insurance will be helpful.

Courses in the following areas have met with success in Nevada communities: Child Development Area--The Child from 1-6, Keeping Up With Teenagers, Parenthood in a Free Nation; Home Furnishings Area--Furnishing a Small Home, Let Your Kitchen Work For You, Flower Arranging, Furniture Refinishing, Woodworking for the Home, Upholstery Workshop, Interior Decorating; Clothing Area--Basic Bishop Method of Sewing; Foods and Nutrition Area--Cooking the Foreign Way, Cooking With Venison, Cake Decorating, Hors d'oeuvres Preparation, Baking Holiday Breads, Easy Entertaining With a Gourmet Touch; Management Area--Storage and Management in the Home, Stretching the Family Dollar, Management Problems of the Working Wife.

A course designed for senior citizens and coordinated by two senior citizens met with success. The program was entitled Live Long and Like It. Meetings were held weekly in a church hall, and coffee and cookies were served during the break. Each program was designed as a two-hour program to provide both cultural and homemaking information. Armchair travels were especially popular.

Some typical programs were as follows: "The People of the Middle East" (a talk with color slides); "Legal Matters Everyone Should Know"; "Let's Talk Turkey--a visit to Antioch, Ankara and Istanbul" (a talk with color slides); "Making Life Worth Living--The Importance of Values and Goals"; "Investing Money Wisely and Safely"; "Italy's Modern Renaissance" (a talk with color slides); "Home Safety."

PLANNING NEW WAYS TO REACH ADULTS IN CONSUMER AND HOMEMAKING EDUCATION

There are many ways to reach adults in programs of Consumer and Homemaking Education in addition to the traditional short term course of from 8-45 hours as has been typical in the past. It is hoped that home economics teachers will be asked to work with vocational directors to plan and submit proposals for innovative types of programs to reach adults in all communities in the state and that advisory committees will also be asked to assist. Remember that consumer education must be integrated into all programs to be eligible for funding. Some suggestions for new ways to reach adults follow:

1. A homemaking teacher might prepare a two-hour program for adults once a month, designed to appeal to a varied audience. This program could be advertised in the local paper, or through other means as: Posters in stores, church notices, public service notices on radio or T.V., take-home brochures given to children, etc. Home economics or FHA students might be in charge of the publicity. Topics could be planned from month-to-month to keep them timely and also so that a home economics teacher might plan programs to incorporate teaching materials and visual aids currently being used for day school classes. Topics such as those below could incorporate audio-visual materials available from the library of the Vocational Education Branch of the State Department of Education:

   - Be a Better Food Shopper (Use the slide presentation entitled "Be a Better Shopper" and perhaps close with "The Supermarket Film".)

   - Feeding Your Young Children (Use the National Dairy Council filmstrip, supplemented with information from the National Dairy Council booklet entitled "Food Before Six".)

   - The Generation Gap--Myth or Reality? (Use filmstrip and record entitled The Tuned Out Generation and arrange for a panel to discuss this question following the filmstrip.)

- Money Talk--Consumer Credit (Use slide series entitled Revolving Credit and supplement with other appropriate information to help consumers use credit wisely.)

  There is no limit to the variety of presentations a home economics teacher could present to an adult audience.

2. A coordinator could be hired to plan a television series on Consumer Information, utilizing the panel approach. For each program, she would arrange for participants. For example, her series might include topics such as:

   a. Consumer Beware (Gyps and Swindles)
      The coordinator could moderate a panel including someone from the Better Business Bureau, a district attorney, an innocent victim, etc. A variety of types of gyps and swindles could be explored. Senator Warren G. Magnuson's book, "The Dark Side of the Market Place" would be a good reference for this topic.

   b. What Credit Costs (A symposium of qualified people could discuss how to figure the cost of credit.)

   c. Buying a Used Car (A panel could give car buyers some good suggestions on what to look for and how to buy a used car.)

   d. Buying Children's Clothes - A homemaker and a home economics teacher, using a variety of actual articles of children's clothing, could carry on a dialogue to bring out important factors to consider in selecting clothing.

3. The home economics teachers in a city such as Reno or Las Vegas could operate a Speakers' Bureau for local clubs. Each teacher, wishing to cooperate, could prepare a 30-45 minute program on a topic she feels she could do well. A list of these topics could then be sent to all of the various organizations in the community, offering to provide them with speakers on request. Clubs could be asked to list their first, second, or third choices. Names, addresses, and telephone numbers of the speakers could be listed so that the clubs could contact them directly.

4. The greatest need is to reach low income groups and those who are disadvantaged. Child care services will probably need to be provided. An advisory council could contact church groups or student groups to see if they could provide child care facilities and services. An advisory committee could help select locations for group meetings, recommend consultants, contact businesses to collect door prizes to attract people to meetings. Some fine teaching materials for low income groups are available as follows:

   Low Income Teaching Kits, produced by Federal Extension Service, U.S.D.A. are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402:

Child Development..........................	$1.00
Food for Thrifty Families..................	1.50
A Clean House..............................	.75
Clothing...................................	1.75

If you wish to plan a course of this kind, consult with your state supervisor of home economics for other suitable reference materials.

5. An adult teacher might even be hired to work with low income families through home visits if such a program appeared to be the best way to reach the disadvantaged.

6. Film Forums on parent education topics or on other areas might attract more interest than "study-discussion" groups, for example, even though the film is used as a basis of discussion. People enjoy seeing visual materials.

7. A small community could offer a series of seminars or capsule courses on a variety of topics geared to up-date homemakers. An example follows:

WHAT'S NEW FOR HOMEMAKERS

Seminar 1. What's New in Textiles and Fabrics
Seminar 2. Convenience Cooking With Small Appliances
Seminar 3. Up-to-date With Child-Rearing Practices
Seminar 4. The Importance of Clothing to People--It's Social and Psychological Significance
Seminar 5. The Importance of Food to People--It's Social and Psychological Significance
Seminar 6. What's New in Products for the Home

Adult homemaking education programs can greatly enrich the life of people in a community if those responsible will make an effort to meet a variety of needs.

Please refer to programs for persons with special needs for additional suggestions.

Chapter 13

NEVADA STATE PLAN FOR VOCATIONAL EDUCATION
UNDER
PUBLIC LAW 90-576
THE VOCATIONAL EDUCATION ACT AMENDMENTS OF 1968

Throughout the years, Congress has responded to the needs of society by passing legislation designed to contribute to the general welfare of the people of the United States. The Vocational Education Act Amendments (Public Law 90-576) reflects once again the needs of our society for preparing persons for employment and for consumer and homemaking education. The needs of the disadvantaged are recognized in all sections of the Act, and in addition there are funds earmarked to serve their needs. There are also special funds for training the handicapped. Some of the sections of the Act under which home economics programs may be funded are described in the succeeding paragraphs. For further information borrow a copy of the Nevada State Plan for Vocational Education (1969) from your local public library, from your local director of vocational education, or from your county superintendent. A study of the sections of the Act as briefly described below will provide information concerning program development.

PROVISIONS UNDER THE ACT FOR PROGRAMS TO TRAIN FOR EMPLOYMENT

General Vocational Programs and Services

Programs to train for gainful employment in home economics-related occupations may be applied for under the section of the Act called General Vocational Programs and Services. To be eligible for Federal and/or State funds for these programs, objectives should be realistic in light of aniticpated manpower needs in the county, State, or region. The programs should meet priorities as described in the school district's long-range and annual vocational education plans.

Exemplary Programs and Projects

Home economics programs designed to prepare for employment may be applied for as exemplary programs and projects. High priority will be assigned to those programs or projects which are designed to meet the vocational needs of disadvantaged youth, programs which will significantly contribute to the solution of State and national vocational education problems and programs which will have an impact on reducing youth employment.

Vocational Education for the Disadvantaged and Handicapped

Funds are available for home economics programs designed to prepare the disadvantaged and handicapped for employment. If possible, these persons should be served in the regular classes. Funds may be available for special services or equipment which they need to succeed in the regular programs.

If students cannot be served in the regular school classes, separate programs for them may be established and these are also eligible for funding.

Disadvantaged persons are those who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps and who, for that reason, require specifically designed educational programs or related services, or both, in order for them to benefit from a vocational education or a consumer and homemaking education program. The term includes persons whose needs for such a program or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

Handicapped persons means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously and emotionally distrubed, crippled, or other health impaired persons who by reason of their handicapping condition, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance, or who require modified vocational or consumer and homemaking education programs.

Cooperative Vocational Education

Home economics education programs may also be funded under the Cooperative Vocational Education provisions of the Act.

> "Cooperative Vocational Education Program" means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative vocational education work-study program.

The home economics cooperative program would require that each student have a stated career objective in conjunction with his related course work and that his work experience be related to this career objective.

Teacher coordinators for the cooperative work experience will need to meet certification requirements as described in the Nevada State Plan for Vocational Education. One coordinator in a school may supervise any cooperative education students from the various areas of vocational education.

PROVISIONS UNDER THE ACT FOR CONSUMER AND HOMEMAKING EDUCATION
(Section F)

The Federal Act requires that State Plans set forth a program under which Federal funds paid to a State will be expended solely for (1) educational programs which (A) encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas; (B) encourage preparation for professional leadership; (C) are designed to prepare youths and adults in the dual role of homemaker and wage earner; (D) include consumer education programs; and (E) are designed for persons who have entered, or are preparing to enter, the work of the home: and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs, such as teacher training and supervision, curriculum development and research, program evaluation, special demonstration and experimental programs, development of instructional materials, provision of equipment, and State administration and leadership.

One of the provisions of the Act is that one-third of the Federal funds made available under this section shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

The emphasis is clear that Congress regards consumer and homemaking education as important to the welfare of the people of the United States, especially people who are disadvantaged. This means that home economics teachers have a mandate to work to eradicate some of the social problems of our nation.

Position papers to assist home economics teachers in planning ways to implement consumer-homemaking programs were sent to all Nevada teachers in May of 1969. These were developed for a national meeting held in Omaha, February 24-26, 1969 at which time these papers were first presented and discussed as to desirable revisions. During the week of April 21-25, these revised papers were again presented at a regional clinic held in Sacramento for vocational educators. These position papers were sent to all Nevada Home Economics teachers in May 1969. The Nevada State Plan for Consumer and Homemaking Education (Section 8) may be found in the appendix.

APPENDIX 1

NEVADA STATE PLAN FOR CONSUMER AND HOMEMAKING EDUCATION

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with Federal Funds under Part F of the Act:

8.1 Establishing and Operating Programs

8.11 State Operated

8.11-1 Administrative Staff

The State Supervisor(s) of Home Economics Education shall have the responsibility for development of homemaking and consumer education programs in state-operated schools.

8.11-2 Determination of Need

Analysis of data concerning the characteristics of the population to be served including their social and cultural conditions will be the basis of determining need for program development. Priority will be given to serving the disadvantaged or handicapped and to meeting the needs of those in economically depressed areas, or where there are high rates of unemployment.

8.11-3 Types of Programs to be Offered

Analysis of data concerning the population will be used as a guide in program development. However, emphasis will be on programs designed to help individuals and families improve home environments and the quality of personal and home life with consumer education an integral part of the program. In addition, comprehensive courses in consumer education may be offered. High priority will also be given to programs to prepare youth and adults for the work of the home or for the role of homemaker, or to contribute to the employability of such youths and adults in the dual role of homemaker and wage-earner.

8.11-4 Sources of Financial Support

In addition to Federal funds, State funds appropriated by the state legislature will be the main source of financial support for state-operated schools.

8.11-5 Professional Leadership, Staffing, and Supervision

Professional personnel shall meet certification requirements for vocational teachers. Supervision of the programs will be the responsibility of the State Supervisor of Home Economics Education.

8.11-6 Evaluation

Evaluation of consumer and homemaking education programs will be a joint responsibility of the staff of the state-operated school and the State Supervisor(s) of Home Economics Education.

8.12 Locally Operated

Local education units wishing to apply for funds to operate consumer and homemaking education programs will refer to 3.21 on Local Applications. (See appendix for local application forms.) Also, refer to 3.22, Procedures for Processing Local Applications.

8.12-1 Submittal of Applications

Each education unit wishing to apply for funds to initiate new consumer and homemaking programs or to maintain, extend, or improve an established program shall submit an application which will include the following as a part of or in addition to the information requested on the comprehensive local application. (See 3.21.)

... Schools where consumer and homemaking programs will take place, names of the courses offered in each school, and a description of each. Applications will include conditions under which the learning will take place, the length and duration of the program, and the number of contact hours with students. Applications will also include programs and activities such as Future Homemakers of America, home visitation, radio or television programs, use of news media, and/or other appropriate means of instruction.

... Characteristics of the population to be served, including age groups and social and cultural conditions.

... An instructional program plan for each school including the broad goals and learning objectives of the program which will reflect the following purposes as described in Part F of the Act.

(a) How the program will be designed to serve a particular age group or groups and their social and cultural conditions and needs, especially persons in economically depressed areas; (b) How the program will encourage preparation for professional leadership; (c) How the program will be designed to prepare youth and adults for the role of homemaker, and/or to contribute to the employability of such youth and adults in the dual role of homemaker and wage-earner; (d) How consumer education will be integrated into the homemaking program and, if appropriate, designed as a comprehensive course or courses; and (e) How the program will serve those who have entered or who are preparing to enter the work of the home. Applications will describe how programs will be designed to help individuals and families improve home environments and the quality of personal and family life. The program plan should identify any innovative aspect of the program which might classify it as an exemplary or innovative program.

... A plan for evaluating progress towards goals. Each school will describe the criteria to be used in evaluating the success of the program.

... A statement of the instructional and supervisory staff, including those responsible for evaluation; plans for participation of teachers in in-service education programs, including plans for use of funds for such purposes including travel and per diem allowances, if needed.

... Plans for use of advisory committee or use of consultants. (Name the consultants or advisory committee members, indicating their representation and their functions, including how they will assist in planning and evaluating the program.) Some persons who might be asked to serve as consultants are: homemakers, home extension agents, welfare personnel, members of N.A.A.C.P., members of the B.I.A., representatives of public health services, school nurses, credit union representatives, bankers, judges, P.T.A. members, religious leaders, business men or women such as supermarket managers or a manager of a grocery store in a low income area, a manager of a public housing authority, leaders or representatives of low-income groups; and school principals and guidance personnel.

... Financial Plan. (Give a breakdown on the proposed budget to meet needs identified for the program such as salaries, travel, equipment, supplies, and minor equipment.)

8.12-2 Review of Applications

Applications shall be reviewed by a committee appointed by the State Director acting for the State Board. These applications will be weighted according to the following or similar criteria:

... The extent to which the program plan gives consideration to the social and cultural conditions and needs of the population to be served, especially in economically depressed areas.

... The extent to which this is an exemplary or innovative type of program - one that can be used as an example for other schools.

... The extent to which the program will contribute to the employability of youth and adults in the dual role of homemaker-wage-earner? (Will the program serve those preparing for employment in some areas of vocational-technical education?)

... The extent to which the program of consumer and homemaking education gives appropriate emphasis to all areas of home economics. For example, is approximately one fourth of the time devoted to each of the following areas: Child development and the family; clothing and textiles; foods and nutrition; and housing, home furnishings and management? Is consumer education a definable part of all areas of homemaking?

... The extent to which the program is designed to serve both males and females for their roles as consumers and members of families, as partners in homemaking, or for the work of the home.

... The extent to which there is adequate leadership and supervision including a plan for annual program evaluation, in-service education of teachers, and involvement of consultants and/or an advisory committee.

... The extent to which the staffing pattern utilizes the competencies of the individual staff members.

... The extent to which community and home resources are used.

... The extent to which there is a plan for encouraging professional leadership in home economics. For example, are students made aware of opportunities for careers in home economics as a part of each unit of work?

8.12-3 Action on Applications

The State Board for Vocational Education upon recommendation from the Vocational Education Staff may:

1. Approve the program or project for funding,

2. Approve the program or project, with contingencies requiring changes prior to being suitable for funding, or

3. Disapprove the project. If a project is disapproved, the applicant must be notified and given reasons for the action taken. Disapproved projects may be reviewed and resubmitted. A resubmitted proposal must show previous submission dates, the agency to which the proposal was submitted, and any numbers that may have been assigned to the application. All actions taken by the State Board for Vocational Education and the State vocational education staff must be made in writing, with copies being retained by the State Board and the vocational education staff and a copy sent to the applicant.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of the Federal Funds allotted to the State under Part F of the Act shall be used for consumer and homemaking programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Programs

All consumer and homemaking education programs approved by the State Board will meet the following requirements. They will:

... Encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas;

... Encourage preparation for professional leadership in home economics and consumer education;

... Be designed for youth and adults who have entered or are preparing to enter the work of the home;

... Be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage-earner; and

... Include consumer education as an integral part of the program.

8.3 Ancillary Services and Activities

The following types of ancillary services may be provided by the State Board to assure quality programs in consumer and homemaking education:

8.31 State Administration and Leadership Staff

The State Supervisor(s) will provide leadership for the program of Consumer and Homemaking Education. (See 1.3 - 1.31 of this part.) In addition to the supervisory activities listed in the State Plan, Section 1.31, the State Supervisor(s) of Home Economics Education will provide consultant services such as the following to local educational units or to teachers: (1) Assistance in developing applications, including plans for evaluating progress; (2) Assistance with program planning and evaluation; (3) Provision of in-service education through such means as publishing newsletters, directing conferences and workshops and in-service days, arranging for visitations to exemplary or other programs, and assisting with locally initiated in-service education programs; (4) Assisting local chapters and advisers of Future Homemakers of America; and (5) Development and distribution of curriculum materials, teaching aids, etc.

8.32 Teacher Training and Supervision Staff and Services

Teacher training and supervision of teachers may be conducted by the State Board for Vocational Education staff and/or through contractural arrangements with the University of Nevada or other teacher training institutions for pre-service or in-service education. Some of the purposes for which funds may be used are: Payment of consultant services and travel; payment of salaries and travel of teacher-educators; payment of salary and travel of supervising teachers for responsibilities in training teachers; instructional supplies or equipment required for teacher training; travel and per diem of local teachers to attend conferences or workshops, in-service days, FHA State or National meetings, and other approved travel.

8.33 Curriculum Development and Research

Funds may be used to support curriculum development and research projects of the State Board directed by the State Supervisor or for contracts with other individuals or agencies to carry out such projects. Graduate assistantships may be offered by the State Board for projects planned in cooperation with the State staff for Consumer and Homemaking Education.

8.34 Demonstration and Experimental Programs

Demonstration or experimental research programs may be set up in one or more of the following ways: (1) A city or county school district in cooperation with the R.C.U. may plan and conduct either a demonstration program or an experimentally designed one. Provision must be made for continuous evaluation, feedback and in-put back into the program; (2) Selected teachers and schools may cooperate with a college or university and/or with the State Department of Education, Vocational-Technical Education Branch in the same manners as set forth above; (3) Local school districts may generate their own ideas for demonstration and/or research programs, prepare a proposal for the program and submit it to their local administrative unit, or to the State and/or Federal agencies for support, depending upon the nature of the program.

8.35 Staff Development

In addition to the provisions for in-service education in 8.31(3), staff development programs designed to upgrade and improve the quality of programs may be provided but not be limited to:

8.35-1 County or area in-service meetings

8.35-2 Supervising Teachers' Conference

8.35-3 Workshops or Conferences sponsored by the State Board

8.35-4 District or State meetings of the Future Homemakers of America with aspects devoted to helping teachers as advisors

8.35-5 Summer school courses and institutes provided for upgrading, meeting qualifications for certification, and other desired enrichments through an approved college or university.

8.36 Instructional Materials and Equipment

Funds may be used by State or locally operated programs to purchase or rent instructional materials and equipment needed to initiate or strengthen programs of consumer and homemaking education.

APPENDIX 2

CHARACTERISTICS OF EXCEPTIONAL STUDENTS

Characteristics of Exceptional Students[13]

Academically Accelerated

I. Identification and Characteristics

  A. The academically accelerated student is endowed with multiple qualities that he uses to excel in critical thinking and creativity within the school atmosphere.

  B. Characteristic qualities include mental, social and physical behavior and these characteristics will not equally apply to all of the academically accelereated.

    1. Mental Characteristics

      a. Is in the upper 15-20% of high school students in the U.S., and does academic work one or two years above his class.

      b. Learns rapidly, retains well, and uses an extensive vocabulary, both written and oral.

      c. Has deep and varied interests, with long attention span and great powers of concentration.

      d. Is able to generalize, compare and recognize relationships.

      e. Is able to transfer knowledge to new situations.

      f. Has originality in expressing himself.

      g. Is able to analyze abilities, limitations and problems.

      h. Shows an unusual degree of curiosity and wants to know causes and reasons.

      i. May show one or more talents--artistic, vocational or academic.

      j. Is capable of following complicated directions.

    2. Social Characteristics

      a. Performs with poise beyond his chronological age and can take charge of the situation.

      b. Is more emotionally stable than the average child his age.

      c. Usually prefers older companions and is sometimes lonely.

      d. Is not easily discouraged by failure or difficulty.

   - e. Is friendly, adaptable, and sensitive to the needs of others.

  3. Physical Characteristics

     - a. Usually possesses more than the normal amount of stamina.

     - b. Is usually physically attractive and superior in size, strength, general health, and physical coordination.

II. Working With Academically Accelerated Students

A. Academically accelerated students differ among themselves as much as they differ from the less able students. Categorization may be a helpful aid in development of the potential of the students. They may fit into one or more of the following types:

1. The high achieving studious student usually adapts well to the classroom atmosphere, likes organization, and learns for a purpose such as grades rather than the pleasure of exploring ideas.

2. The creative intellectual includes more of the extremely gifted students, who are individualistic and original. They are seldom socially adept.

3. The rebels, generally few in number, tend to do poorly in conventional school work. They are usually boys and often are challenged by technical skills.

B. Since our schools are typically organized in class groups, administrative provision for the academically accelerated student must be understood. These plans may include acceleration, ability grouping and enrichment, alone or in combination.

1. Acceleration may be achieved through grade skipping (generally considered undesirable), rapid progress plan (more work in less time), ungraded rooms (providing independent study), extended school year (involving summer courses), and heavier course loads (including advanced courses). This means we may have bright students who are chronologically younger than class members.

2. Ability grouping may be a homogeneous group in a given subject area or such a group formed with regard to intellectual rating. Ability grouping implies not merely a difference in the pace of the class but in course content and goals as well.

3. Enrichment is a program in which increased depth and breadth are added to the regular classroom work. Motivation for creativity and critical thinking must be provided. Enrichment may be practiced in any class anywhere.

III. Suggested Techniques and Ideas for Learning Experiences in Which Academically Accelerated Students Can Participate

A. Classroom planning and evaluation.

B. Problem identification.

C. Individual study that follows interest and focuses on tasks until self-set goals are realized.

D. Development of classroom library.

E. Leadership for debates, panels, group discussions, and etc.

F. Surveys and polls.

G. Research and recording of scientific principles.

H. Laboratory--arriving at solutions and testing solutions.

I. Use of resources.

    1. Original resources

    2. School and community resources

    3. Individual and group field trips

    4. Comparative studies (as comparative shopping)

J. Case studies.

K. Out of class practices and experiences.

L. Organizational activities.

Slow Learners

I. Identification and Characteristics

A. The slow learner may vary in intelligence and ability to learn. The term should be interpreted to mean *slow in learning intellectual things*. Slow learners are not equally slow in all kinds of activities or abnormal in all their characteristics.

    1. They may be rather bright in such matters as social adaptability, mechanical ability, or artistic sense, and able to get along quite well in these respects, even though they cannot read very well or do much with arithmetic.

    2. Students who have known failure since the first grade not only get farther behind in elementary learnings but also get so discouraged that, by the time high school is reached, they have developed habits and attitudes that prevent them from using the capacity they have.

B. Characteristics of slow learners may be described as those who learn less quickly than the average.

    1. Mental Characteristics

        a. Tend to be poor in working with abstractions and in making associations; prefer working with things rather than ideas.

        b. Tend to be inept in making generalizations; do not make deductions readily.

c. Tend to be weak in self-criticism; do not evaluate their own errors readily.

d. Tend to be impressed by the physical, the concrete, or the mechanical; interested in the WHAT rather than the WHY.

e. Jump to conclusions and act on impulse without considering alternatives.

f. Area easily confused by the introduction of too many requirements simultaneously.

g. Often lack sufficient imagination to initiate own activities.

h. Often memorization is a difficult task.

i. Tend to have a slow reaction time, learn slowly and need a lot of practice.

j. Tend to have a short attention span.

k. Is almost always slow in reading skills.

l. Do not find repetitious or monotonous tasks distasteful.

m. When strongly motivated may perform considerably beyond expected limits.

2. Social Characteristics

a. Tend to be timid, dependent and to show deference and self-distrust.

b. Are a little less well adjusted and emotionally insecure.

c. Are very impatient and lose interest easily.

d. Accept and imitate social conventions and manners so not to be different or make a mistake.

e. Lack creativity, yet need to express themselves.

f. Often identify with a hero (teenage singers, actors, etc.)

3. Physical Characteristics

a. Are a little less well developed, less tall and heavy, less well proportioned, and exhibit considerably more frequent defects of hearing and speech, malnutrition, defective tonsils, adenoids, and defects of vision.

b. May lack mechanical skills; slow learner is not necessarily manual minded.

II. Working With the Slow Learners

A. A modified curriculum is needed, one that is planned for them and is not just a watered-down regular curriculum. One guide is to determine what the slow learner will need to know in the future. The teacher should strive for depth and mastery rather than covering many areas without thorough learning.

B. Students must be taught--and well! Unless a teacher gives thoughtful attention to doing good teaching, an unhappy, uninterested, slower learner may withdraw within herself to a degree that is educationally wasteful of the school's facilities and emotionally destructive to the student. A student may express her frustrations and hostility in ways that interfere with the educational progress of the group as well as her own. No one has discovered "sure-fire" content and method for teaching slow learners, for they are as varied as any other person, but some of the following suggestions may be useful:

1. Goals

   a. Immediate and clear to the student.

   b. Call attention to the achievement of these goals as frequently as it is true, even if the amount of accomplishment is small, (are impatient and insist on quick results).

2. Work Habits

   a. Habits acceptable to an employer should be a major goal.

   b. Expect industry; take it for granted and students are more likely to work.

   c. Procedures would be orderly and well planned since habit training and routine help the slow pupil to gain security and stability. Let them help to plan these procedures. Be consistent!

   d. Generate a workmanlike attitude in class by your own workmanlike habits.

   e. Use many interest devices to help students overcome habits of laziness and inattention.

   f. Keep standards in work habits within each one's abilities.

3. Pace

   a. Pace must be slowed with enough time for personal attention.

   b. Teacher should speak slowly and clearly.

   c. Do not introduce too many ideas simultaneously. It will confuse the slow learners.

   d. Students will need longer time for thinking and doing with specific guidance.

   e. Student's slow movements must be accepted. If hurried, they may make mistakes and endanger their own safety.

4. Content

   a. Content must be separated into essential and desirable concepts with a minimum as a reasonable expectation for the slow learner.

   b. Do not "once over" the subject. Purposeful drill on the concepts should occur often--at close of lessons, at close of small teaching units, before regularly scheduled tests.

5. Reading

   a. Teacher should explain the meaning of content and define vocabulary of printed materials. A vocabulary list might be kept in notebook.

   b. All directions would be simple and explicit.

   c. Give written assignment sheets or have students copy assignments into notebooks.

   d. Time for study under supervision is more desirable than homework.

   e. A teacher may read the questions before giving a test. After a test, reading the correct answers is desirable repetition.

6. Pictorial Materials

   a. These are usually more popular and effective than are printed materials.

   b. Suggestions for using pictorial materials: posters, charts, bulletin boards, blackboards, flannel board to illustrate simple concepts.

      Films--more than one showing is imperative.

      Filmstrips--consider slowly, refer to again and again.

III. Suggested Techniques and Ideas for Learning Experiences in Which the Slow Learners Can Participate

   A. First hand experiences which are concrete and tangible gain more response from the slow learner.

   B. Experiences should center around felt needs and interests of students.

   C. Complex or continuous processes should be broken down into small steps.

   D. Projects should fit their ability and interests but be challenging. Don't expect "too little" of them.

   E. Provide a variety of activities in one period that involve physical movement.

   F. Emphasis in activities should be first and foremost on the "how" rather than on the "why".

G. Plans for teaching should include at least three different ways for teaching the same basic principle or skill until achieved.

1. Group Techniques

   a. Class members can help each other, with the advanced student helping the others.

   b. Work in small groups.

   c. If emphasis is placed upon group accomplishments, the slow learner shares in the commendation.

2. Evaluation

   a. Frequent evaluation must be made of progress because the students need frequent assurance that what they are doing is satisfactory.

   b. Frequent evaluation helps give the teacher direction for further teaching.

   c. Opportunities should be provided for success every day. In planning a lesson, small parts may be saved for the slow learners thus giving them a genuine sense of accomplishment.

3. Teacher Attitudes

   a. Teacher attitudes must be positive.

   b. Don't expect perfection.

   c. Don't punish for not knowing.

   d. Accept him for what he is, and believe that he has a right to the best guidance possible.

   e. Be patient. Avoid sarcastic remarks.

   f. Avoid feeling sorry for oneself and apologetic for one's pupils.

   g. Be understanding, sympathetic.

   h. Be able to give considerable emotional support and approval.

Part II

THE CAREER DEVELOPMENT YEARS

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